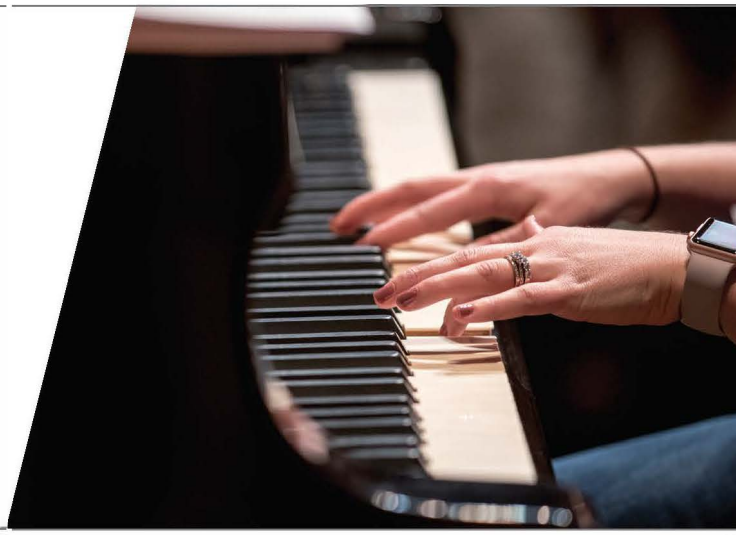
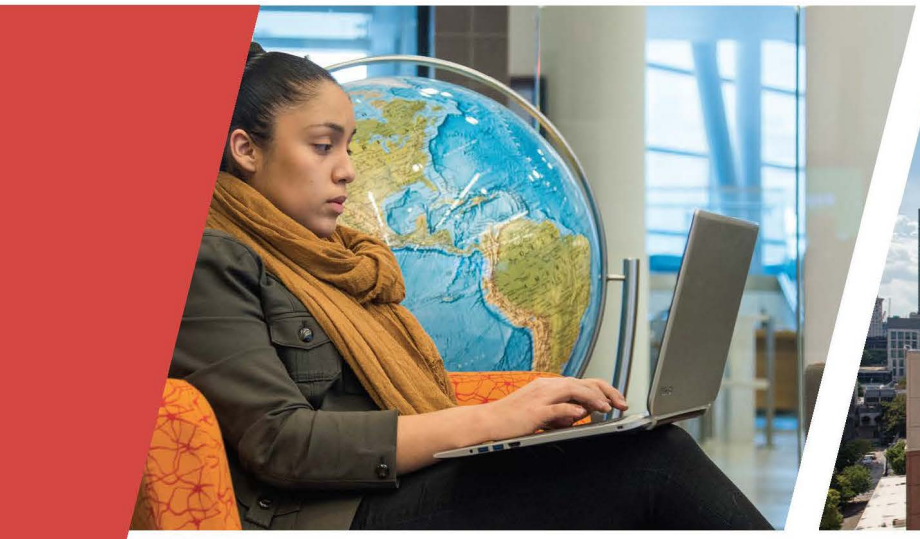
2017 – 2018

GRADUATE CATALOG





Georgia State University

Graduate Catalog

These catalogs provide information regarding all of the undergraduate and graduate programs offered by Georgia State University during the 2017-2018 academic year. The sta tements 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 one of the nation's largest universities, with more than 32,000 students on its Atlanta campus and another 21,000 on its five suburban campuses. An enterprising public research university, it is a national leader in graduating students from diverse backgrounds. Its Atlanta campus in the heart of the city provides its students and faculty with unsurpassed connections to the city's business, government, nonprofit and cultural communities as well as opportunities in an environment of varied ideas, cultures, ages, lifestyles and experiences. Atlanta, home to more than a dozen headquarters of Fortune 500 companies, provides Georgia State's faculty and students with an urban laboratory, enabling them to draw creative inspiration and address critical societal issues locally and in cities around the world.

Through its consolidation with Georgia Perimeter College in early 2016 Georgia State offers at its Perimeter College campuses two-year and online programs that provide access to higher education for students from all walks of life and streamlines their pursuit of a four-year degree at Georgia State.

Georgia State has a university-wide commitment to student advising and attention to student progress to graduation. The university is nationally recognized as a leader in creating innovative approaches that foster the success of students from all academic, socio-economic, racial and ethnic backgrounds. Georgia State is one of a handful of large institutions nationwide using technology to track students from the moment they arrive on campus until they graduate to ensure progress. With the university's early warning tracking system, struggling students get the intervention they need to get back on track, improve or change their academic path. Georgia State is among the most diverse universities in the nation.

The university's 10-year strategic plan, introduced in 2011, aims to enhance research and discovery, in part by implementing a faculty hiring initiative to build scholarly strength around interdisciplinary research themes. It also focuses on efforts to make the university a leader in undergraduate student success and puts renewed emphasis on improving graduate education. The plan emphasizes the university's commitment to addressing issues and problems confronting cities around the globe and establishes as a priority the institution's initiatives to extend its global involvement and influence.

Georgia State, founded in 1913, is central to the revitalization of downtown Atlanta, expanding its campus and building a more growing student residential community. More than 5,000 students now live in residence halls on a campus that once served commuting students exclusively. Its efforts to enhance student life and campus involvement included the introduction of a Division 1 football program in 2010 and membership in the Sun Belt athletic conference of the NCAA's Football Bowl Subdivision in 2013.

On its Atlanta campus, the university offers 55 undergraduate and graduate degree programs in more than 250 fields of study in its ten academic colleges and schools, the Andrew Young School of Policy Studies, the Byrdine F. Lewis School of Nursing and Health Professions, the College of the Arts, the College of Arts and Sciences, the College of Education and Human Development, the Institute for Biomedical Sciences, the College of Law and the J. Mack Robinson College of Business. Its Honors College attracts students with outstanding academic credentials. Perimeter College offers 33 associate degree programs at its campuses in Alpharetta, Clarkston, Decatur, Dunwoody and Newton, and it has a robust online academic program.

1010 Mission Statement

Georgia State University, an enterprising public research university, transforms the lives of students, advances the frontiers of knowledge and strengthens the workforce of the future. The university provides an outstanding education and exceptional support for students from all backgrounds. Georgia State readies students for professional pursuits, educates future leaders, and prepares citizens for lifelong learning. Enrolling one of the most diverse student bodies in the nation, the university provides educational opportunities for tens of thousands of students at the graduate, baccalaureate, associate, and certificate levels.

Georgia State's scholarship and research focus on solving complex issues ranging from the most fundamental questions of the universe to the most challenging issues of our day. The scholarly work and artistic expression of the university's faculty create new knowledge, extend the boundaries of imagination, and enhance student learning. The university's presence in the Atlanta metropolitan area provides extraordinary experiential learning opportunities and supports the work of faculty tackling the challenges of an urbanizing nation and world.

1020 Accreditation

Georgia State University is accredited by the Southern Association of Colleges and Schools: Commission on Colleges (SACS-COC) to award associate's, baccalaureate, masters, specialist and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404-679-4500 for questions about the accreditation of Georgia State University.

1030 Degrees and Certificates Offered by Georgia State

1030.05 Perimeter College

Associate of Arts

Pathways in American Sign Language, Anthropology, Art, English, Film and Media Studies, World Languages, World Languages with Business, History, Homeland Security and Emergency Management, Mathematics, Journalism, Philosophy, Political Science, Speech Communication, Sociology, and Theatre.

Associate of Science

Pathways in Art, Biology, Business Administration, Chemistry, Computer Science, Criminal Justice, Education (Early Childhood), Education (Middle Grades), Education (Special), Education (Health and Physical), Education (Secondary), Engineering, General Studies, Geology, Health Sciences (Health Information Administration), Health Sciences (Health Science Professions), Health Sciences (Medical Technology), Health Sciences (Radiologic Technology), Health Sciences (Respiratory Therapy), Kinesiology and Health (Exercise Science/Health Coach/Personal Training), Music, Physics, Psychology, Social Work, and Sport Management.

Associate of Science in Dental Hygiene

Associate of Science in Nursing

Associate of Science in Radiologic Technology

- in cooperation with DeKalb Medical School of Radiologic Technology
- in cooperation with Grady Health System School of Radiology Technology

1030.10 Andrew Young School of Policy Studies

Criminal Justice	B.S., M.S., Ph.D.
Disaster Management	G. Cert.
Economics	B.A., B.S., M.A., Ph.D.
International Economics and Modern Languages	B.A.
Nonprofit Management & Social Enterprise	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., M.S.W.

* Joint program between the College of Law and Andrew Young School of Policy Studies.
** Joint program with Georgia Institute of Technology.

1030.20 College of Arts and Sciences

African-American Studies	B.A., M.A.
Anthropology	B.A., M.A.
Applied Linguistics	B.A., M.A., Ph.D.
Applied Philosophy	G.Cert.
Asian Studies	B.I.S.
Astronomy	Ph.D.
Biology	B.S., M.S., Ph.D.
Chemistry	B.S., M.S., Ph.D.
Classical Studies	B.I.S.
Communication	M.A., Ph.D.
Computer Science	B.S., M.S., Ph.D.
Creative Writing	M.F.A.
English	B.A., M.A., Ph.D.
Environmental Science	B.I.S.
French	B.A., M.A.
Game Design and Development	B.I.S.
Geosciences	B.A., B.S, U.Cert., M.S., G.Cert.

German	B.A.
Gerontology	U. Cert., G.Cert., M.A.
Heritage Preservation	M.H.P., G.Cert.
History	B.A., M.A., Ph.D.
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	B.S., M.S., Ph.D.
Media Entrepreneurship	B.I.S.
Middle East Studies	B.I.S.
Neuroscience	B.S., M.S., Ph.D.
Philosophy	B.A., M.A.
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.
Teaching English as a Foreign Language	U.Cert. (TEFL), G.Cert. (TESOL)
Translation	G.Cert.
Women's, Gender and Sexuality Studies	B.A., G.Cert., M.A.

1030.30 College of Education and Human Development

Applied Behavior Analysis	M.S.
Art Education	Ed.D.
Birth Through Five	B.S.E.
Clinical Rehabilitation Counseling	M.S.
Communication Sciences and Disorders	M.S., Ph.D.
Counseling Psychology	Ph.D.
Counselor Education and Practice	Ph.D.
Creative and Innovative Education	M.A.
Curriculum and Instruction	Ed.D.
Early Childhood and Elementary Education	Ed.D., Ph.D.
Education of Students with Exceptionalities	Ph.D.
Educational Leadership	M.Ed., Ed.S., Ed.D.

Educational Policy Studies	Ph.D.
Educational Psychology	M.S., Ph.D.
Educational Research	M.S.
Elementary Education	B.S.E., M.A.T., M.Ed.
English Education	M.A.T., M.Ed., Ph.D.
English to Speakers of Other Languages Education	M.A.T.
Exercise Science	B.S., M.S.
Foreign Language Education	Ed.D.
Health and Physical Education	B.S.E., M.A.T., M.Ed.
Human Learning and Development	B.I.S.
Instructional Design and Technology	G.Cert., M.S.
Instructional Technology	Ph.D.
International Education	G.Cert.
Kinesiology	Ph.D.
Language and Literacy Education	Ed.D., Ph.D.
Literacy Certificate	G.Cert.
Literacy Education	M.Ed.
Mathematics Education	M.A.T., M.Ed., Ed.D., Ph.D.
Mental Health Counseling	M.S.
Middle Level Education	B.S.E., M.A.T., Ed.D.
Music Education	Ed.D., Ph.D.
Online Learning Design and Development	G.Cert.
Program Evaluation	G.Cert.
Qualitative Research	G.Cert.
Quantitative Research	G.Cert.
Reading, Language, Literacy Education	M.Ed., Ph.D.
School Counseling	M.Ed., Ed.S.
School Psychology	M.Ed., Ed.S., Ph.D.
Science Education	M.A.T., M.Ed., Ed.D., Ph.D.
Sign Language Interpreting	B.A.
Social Foundations of Education	M.S.
Social Studies Education	M.A.T., M.Ed., Ed.D., Ph.D.
Special Education	B.S.E., M.A.T., M.Ed.
Sport Administration	B.I.S., M.S.
Sports Medicine	M.S.
Teaching and Learning	Ph.D.
Teaching and Teacher Education	Ph.D.

1030.40 College of Law

Applied Behavior Analysis	M.S.
Art Education	Ed.D.
Birth Through Five	B.S.E.
Clinical Rehabilitation Counseling	M.S.
Communication Sciences and Disorders	M.S., Ph.D.

Counseling Psychology	Ph.D.
Counselor Education and Practice	Ph.D.
Creative and Innovative Education	M.A.
Curriculum and Instruction	Ed.D.
Early Childhood and Elementary Education	Ed.D., Ph.D.
Education of Students with Exceptionalities	Ph.D.
Educational Leadership	M.Ed., Ed.S., Ed.D.
Educational Policy Studies	Ph.D.
Educational Psychology	M.S., Ph.D.
Educational Research	M.S.
Elementary Education	B.S.E., M.A.T., M.Ed.
English Education	M.A.T., M.Ed., Ph.D.
English to Speakers of Other Languages Education	M.A.T.
Exercise Science	B.S., M.S.
Foreign Language Education	Ed.D.
Health and Physical Education	B.S.E., M.A.T., M.Ed.
Human Learning and Development	B.I.S.
Instructional Design and Technology	G.Cert., M.S.
Instructional Technology	Ph.D.
International Education	G.Cert.
Kinesiology	Ph.D.
Language and Literacy Education	Ed.D., Ph.D.
Literacy Certificate	G.Cert.
Literacy Education	M.Ed.
Mathematics Education	M.A.T., M.Ed., Ed.D., Ph.D.
Mental Health Counseling	M.S.
Middle Level Education	B.S.E., M.A.T., Ed.D.
Music Education	Ed.D., Ph.D.
Online Learning Design and Development	G.Cert.
Program Evaluation	G.Cert.
Qualitative Research	G.Cert.
Quantitative Research	G.Cert.
Reading, Language, Literacy Education	M.Ed., Ph.D.
School Counseling	M.Ed., Ed.S.
School Psychology	M.Ed., Ed.S., Ph.D.
Science Education	M.A.T., M.Ed., Ed.D., Ph.D.
Sign Language Interpreting	B.A.
Social Foundations of Education	M.S.
Social Studies Education	M.A.T., M.Ed., Ed.D., Ph.D.
Special Education	B.S.E., M.A.T., M.Ed.
Sport Administration	B.I.S., M.S.
Sports Medicine	M.S.
Teaching and Learning	Ph.D.
Teaching and Teacher Education	Ph.D.

1030.50 J. Mack Robinson College of Business

Accounting	B.B.A., G. Cert., M.B.A., M.P.Acct., Ph.D.
Actuarial Science	B.B.A., M.A.S.
Analytics	M.S.
Business Economics	B.B.A.
Computer Information Systems	B.B.A., M.B.A., M.S.I.S., Ph.D.
Enterprise Risk Management	G.Cert.
Finance	B.B.A., M.B.A., M.S., Ph.D.
General Business	M.B.A., EDB
Global Hospitality Management	M.G.H.M.
Health Administration	M.H.A., M.S.H.A.
Hospitality Administration	B.B.A., U. Cert.
Information Systems	M.B.A.
Information Systems Audit and Control	M.S.I.S.A.C.
International Business	M.B.A., M.I.B, U. Cert.
Managerial Sciences	B.B.A., M.B.A., M.S., Ph.D.
Marketing	B.B.A., M.B.A., M.S., Ph.D.
Personal Financial Planning	M.B.A.
Real Estate	B.B.A., G. Cert., M.B.A., M.S.R.E., Ph.D.
Risk Management and Insurance	B.B.A., M.B.A., M.S., Ph.D.
Supply Chain and Analytics Management	Ph.D.
Talent Management	M.B.A., Ph.D.
Taxation	M.Tx.
Wealth Management	M.S.

1030.60 Byrdine F. Lewis School of Nursing and Health Professions

Clinical Health Informatics	B.I.S., G. Cert.
Psychiatric Mental Health Nursing	G. Cert.
Acute Care Nurse Practitioner-Adult Health Gerontology Nursing	G. Cert.
Acute Care Nurse Practitioner-Pediatric Primary Care	G. Cert.
Nurse Practitioner – Adult Health Gerontology Nursing	G. Cert.
Nursing	B.S., M.S., G. Cert.,Ph.D., D.N.P.
Nutrition	B.S., M.S.
Occupational Therapy	O.T.M.
Pediatric Primary Care Nurse Practitioner	G. Cert.
Physical Therapy	D.P.T.
Respiratory Therapy	B.S., M.S.

1030.70 School of Public Health

Public Health	B.S., G. Cert., M.P.H., Ph.D., J.D./M.P.H.*, Ph.D./MPH**

* Joint program between the College of Law and the School of Public Health.
** Joint program between the College of Arts and Sciences, Department of Psychology and the School of Public Health.

1030.75 College of the Arts

The following degrees will be offered through the College of the Arts as of Fall 2017:

Art	B.A.
Art Education	B.F.A., M.A.Ed., M.A.T
Art History	M.A.
Arts Administration –	B.I.S.
Speech/Theatre	
Communication	M.A., Ph.D.
Film and Video	B.A.
Interdisciplinary Studies	B.I.S.
Music	B.Mu., M.Mu., Cert.
Music Management	B.S.
Studio (Art)	B.F.A., M.F.A.
Theatre (Design and Performance)	B.I.S.

1030.80 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.N.P.	Doctor of Nursing Practice
D.P.T.	Doctor of Physical Therapy
EDB	Executive Doctorate in Business
EDD	Doctor of Education
Ed.S.	Specialist in Education
G.Cert.	Graduate Certificate
J.D.	Juris Doctor
M.A.	Master of Arts

M.A.T.	Master of Arts in Teaching
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.G.H.M.	Master of Global Hospitality Management
M.H.A.	Master of Health Administration
M.H.P.	Master of Heritage Preservation
M.I.B.	Master of International Business
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.P.P.	Master of Public Policy
M.S.	Master of Science
M.S.H.A.	Master of Science in Health Administration
M.S.I.S.	Master of Science in Information Systems
M.S.I.S.A.C.	Master of Science in Information Systems Audit and Control
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 on the Atlanta campus: the University Library and the College of Law Library, and library services at each of the Perimeter College campuses. The University Library occupies two buildings, North and South, bridged by a four-story glass link. The building includes 55 group study rooms, v-rooms equipped with 60 inch wall monitors and multimedia connection table boxes, a one-button studio to create high-quality and polished video projects using a flash drive and the push of a single button, quiet study on the 5th floor and a variety of other comfortable study spaces. Through the library website, students can access millions of resources instantly, including ebooks, databases, journals, and government documents. The library holds 1.5 million print volumes, and has borrowing agreements with libraries worldwide. Subject-specialist librarians consult with students and faculty, and assistance with basic research is available in person and online. A variety of technology services are provided and supported, including over 400 computers, plus wireless access. Laptops and tablets are among equipment available for checkout. The library's Collaborative University Research and Visualization Environment (CURVE) provides access to high end computing resources, including a 24-foot-wide video wall designed for collaborative visual and data-rich research projects, seven additional collaborative

workstations, some with 4K displays, and high-powered PCs and Mac Pros that allow users to work with and manipulate large images and datasets. Each workstation is equipped with a large display that can accommodate up to six people, allowing multiple groups to work together on a research problem. The University Library's Special Collections and Archives preserve and digitize rare and historical materials. Library services at each of the five Perimeter College campuses provide collections, computer workstations, in-person assistance and online support for two-year degree and certificate programs in arts and humanities, science, business, health sciences, education and social science. For information about the University Library and its hours, visit library.gsu.edu or call 404-413-2820. For information about Perimeter College library services, visit library.gsu.edu/home/information-for-you/perimeter-college/

The College of Law Library provides faculty, students, and staff with the information resources and services that are necessary to support effective legal instruction and research. The Law Library is open 103 hours per week, seven days a week. Assistance is accessible remotely via e-mail and chat with librarians, and the library provides 24/7 access to online collections and resources. Primary service areas are circulation, reference, faculty research support, legal research instruction, interlibrary loan, and student law journal support. For information about the Law Library and its hours, visit lawlibrary.gsu.edu.

1040.20 Information Systems and Technology

Information Systems and Technology (IS&T) provides students with innovative technology services, learning tools and computing support. Services include access to campus wireless, email, online storage and file-sharing, and free software, such as Microsoft Office Suite and anti-virus. Open-access computer labs across campus offer printing stations, device charging stations, equipment checkout, and specialized academic software. Free on-demand technology training is available online from Lynda.com and Skillsoft, and students are invited to attend complimentary, in-person technology workshops.

For a complete list of available services and instructions for getting started with campus technology, visit: technology.gsu.edu. For technical support, contact the IS&T Help Center at help@gsu.edu, 404-413-HELP (4357), or visit the Walk-Up Help Desk on the concourse level of Aderhold Learning Center.

1040.30 Alpharetta Center

In addition to the downtown campus, Georgia State University provides instruction at the Alpharetta 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. The Alpharetta Center is located at 3705 Brookside Parkway, Alpharetta, Georgia. For Alpharetta Center information, call 404-413-2200.

The Robinson College of Business also offers the Executive MBA program, Professional MBA, Executive Doctorate in Business, Global Partner's MBA, One Year Master of Science Programs as well as non-degree Executive Education at a Buckhead location, Tower Place 200, 3348 Peachtree Road, Suite 400, Atlanta, Georgia. The Peachtree-Dunwoody location is for the PMBA Program and is located at the Palisades Building D, Suite 100, 5959 Peachtree-Dunwoody Road, NE, Atlanta, GA 30328.

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 30-minute information sessions at 10:00 a.m. and 2:00 p.m., and 90-minute campus Atlanta tours at 10:30 a.m. and 2:30 p.m. Both will help familiarize you with our campus and downtown Atlanta.

The bus and walking tour highlights the advantages and excitement of going to school in Downtown Atlanta. The walking tour includes the University Center, Library, Recreation Center and various administrative and academic buildings. Guests will then ride Panther Express buses to see the modern residential halls. Complimentary parking is provided to visitors who register in advance for any of these sessions. For more information or to schedule a tour, please visit the Welcome Center online at welcome.gsu.edu. To schedule a special group tour for 10 to 50 people, please register online at http://welcome.gsu.edu/campus-visits/group-tour-request-form/ 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 on the ground floor of Centennial Hall at 100 Auburn Avenue (corner of Courtland Street and Auburn Avenue). You may contact the Welcome Center at 404-413-2063 or by email 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 and students in touch, informed, involved and invested in their Alma Mater. The Alumni Association provides networking opportunities through academic, professional, special interest and regional alumni groups; leadership and volunteer opportunities in student recruitment and community service; the Student Alumni Association, which is a program that links current students to alumni; 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 through 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 and faculty through the Distinguished Faculty Awards and Distinguished Alumni Awards.

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.pantheralumni.com.

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 25 Park Place, the University Commons, the Rialto Center for the Arts, the Alpharetta Center, the Lofts and the Student Recreation Center were acquired as a result of the efforts of the foundation.

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 — In 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 email 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

Disability Accommodation Complaints

Students who disagree with eligibility or accommodation decisions made by the Office of Disability Services (ODS) may appeal the decision. The appeal must be submitted to the Director of ODS in writing within twenty (20) business days of the date of the decision. Further appeals will proceed up the line of report in accordance with the University's established practices. **Employees** who disagree with eligibility or accommodation decisions made by the Office of Disability Services (ODS) may appeal the decision to the Assistant Vice President for Opportunity Development/Diversity Education Planning in writing within twenty (20) working days of the date of the decision. A copy of the Employee ADA Accommodation Policy and Procedures is located at http://odaa.gsu.edu/policies-procedures/equal-opportunity/equal-opportunity-and-affirmative-action-policy/.

Disability Discrimination Complaints

Georgia State University adheres to the Americans with Disabilities Act (ADA) of 1990 that was enacted to protect individuals with disabilities against discrimination. A **student or employee** of the University who believes they have been discriminated against on the basis of their disability may file a complaint with the Office of Opportunity Development. Complaints must be in writing and a discrimination complaint form is located at https://gsu-gme-advocate.symplicity.com/public_report. For more information, contact the Office of Opportunity Development, P.O. Box 3983, Atlanta, GA 30302-3983. Phone: 404-413-2567 Fax: 404-413-3295

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 http://codeofconduct.gsu.edu/.

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 http://codeofconduct.gsu.edu/ 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 Dahlberg 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 Dahlberg 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 enrollment.gsu.edu/catalogs), and the 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:

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

- 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.
- 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.
- 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

- 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.
- 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.
- 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.

- 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.
- 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.
- 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/about/governance-and-strategy/administrative/.) 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 Vice 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 Vice 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 http://www.gsu.edu/about/governance-and-strategy/administrative/.) 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 Vice 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 Vice 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 Vice 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:
    - The section number from the Catalog (or otherofficial University document) of the policy or requirement from which the student is requesting a waiver
    - the deviation being sought;
    - the reason(s) why the exception should be granted
    - a current copy of the student's academic evaluation record
    - a current copy of the student's Georgia State University transcript (unless the petitioner is not yet a Georgia State student)
    - transcripts from all other colleges the student has attended (if the petitioner has attended other colleges).
4. Financial Aid Appeals (Appeals of Rules Currently in Section 1200 of the Catalog)
    - Appeals of financial aid rules will be made in the first instance by the Director of Financial Aid.
    - If the petition is denied, the student may appeal to the Financial Aid Appeals Committee, a committee appointed by the Vice 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.
5. Add, Drop and Withdraw Appeals (Appeals of Rules Currently in Section 1332 of the Catalog)
    - Appeals of the add, drop and withdrawal rules will be made in the first instance by the University Registrar.
    - 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.
    - 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.
    - This motion policy does not change the Emergency Withdrawal policy.
6. 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)
    - 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 University 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.
    - If the petition is denied by the Director of the University 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 University Advisement Center.
    - The Director of the University 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 University 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.
7. Academic Regulation and Graduation Requirement Appeals (Appeals of Rules currently in other parts of Sections 1300 and 1400 of the Catalog)
    - Appeals of other university-level academic rules and graduation requirements will be made in the first instance by the Assistant Vice President of Student Retention.
    - 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 Assistant Vice President of Student Retention.
    - The Assistant Vice President 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 Assistant Vice President 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.
8. Subsequent Appeals
    - 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 Vice 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.
    - The student may appeal the Vice 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.
    - 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.
    - 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; School 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
D. 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 in the Academic Records area of the Registrar's site), 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:
        1. identify the records to be disclosed,
        2. identify the person or class of persons to whom the disclosure may be made,
        3. specify the time period during which consent is applicable, and*
        4. be signed and dated.

* A *Consent to Release Information to Third Parties* form is available online in the Academic Records area of the Registrar's website.

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 on the Academic Records webpage at http://registrar.gsu.edu/files/2013/02/Request_for_Student_Information_Suppression_Form.pdf, and turn it in to the Enrollment Services Center, 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 at the graduate level must refer to the college sections in this catalog for admission requirements of the particular graduate programs.

The graduate admissions process will be coordinated by the Office of the Associate Provost for Graduate Programs for applicants seeking entry for Spring 2018 and later in a phased approach. Colleges, schools, and institutes will remain responsible for graduate admissions decisions. This applies to degree-seeking, non-degree seeking, and transient graduate applicants, except where noted and excludes the College of Law.

Georgia State University welcomes applications from all qualified individuals regardless of race, color, sex, religion, creed, age, sexual orientation, gender, disability, veteran status or national origin. Admission is based on a number of factors including, but not limited to, an applicant's academic record, test scores, experience, circumstances, good conduct and character. Admission is a competitive, selective process and meeting minimum requirements does not guarantee acceptance.

Absent extenuating circumstances, good disciplinary standing at previously attended colleges and universities is a condition of admission for all applicants. For purposes of admission, good disciplinary standing means that the applicant has no pending disciplinary charges, outstanding disciplinary sanctions or disciplinary issues that would prevent the applicant from re-enrolling at previously attended postsecondary institutions.

Applicants with a criminal and/or disciplinary history who are determined to be otherwise admissible for a respective term based on their academic record and other credentials are required to complete an admissions background review process before an admission decision is made by the university. Instructions for completing that review process are communicated to the applicant after the university has determined that the applicant is otherwise admissible for that term.

Omissions or misrepresentations on an application for admission are grounds for automatically invalidating consideration by, acceptance to and continuation at Georgia State. Applicants have a duty to update their application with Georgia State when information changes after application submission.

1110 Re-entry Applicants

1110.10 Definition

A graduate re-entry applicant is a student who previously enrolled at Georgia State University and who wishes to re-enroll 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 re-entry to enroll at the undergraduate level. Graduate students wishing to enroll at the undergraduate level should complete a new application for undergraduate admission and 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 re-entry students must notify their college's Office of Academic Assistance/Office of Graduate Services/Office of Graduate Recruiting & Student Services 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 re-entry admission and the **nonrefundable** re-entry 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 Services/Office of Graduate Recruiting & Student Services to access the specific deadlines and to download the complete re-entry 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 re-entry deadline for the appropriate semester.

1115 Graduate Admissions Appeals

The Chair of the academic department of the graduate program and the dean of the relevant college are the President's designees for purposes of hearing Graduate Admissions Appeals.

Applicants for graduate program admissions who are denied admission due to academic ineligibility may appeal the denial to the department chair within twenty (20) calendar days of the date of the denial letter. The college dean serves as the final level of appeal.

Applicants for graduate admission who are denied for reasons related to disciplinary/criminal history or falsification of application may appeal the denial to the Vice President for Enrollment Management and Student Success and Vice Provost within twenty (20) calendar days of the date of the denial letter. The decision of the Vice President for Enrollment Management and Student Success and Vice Provost is final.

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 Services/Office of Graduate Recruiting & Student Services 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 Services/Office of Graduate Recruiting & Student Services 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, sfs.gsu.edu/tuition-fees/, is responsible for assessing tuition and fees and processing payments. The Office of Student Financial Aid, 102 Sparks Hall, sfs.gsu.edu/the-financial-aid-process/ 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 advisor or other authority. Verbal misinformation is not grounds for a waiver of a regulation.

1210 Tuition and Fees

Tuition and fees charged by Georgia State University are set and approved by the Board of the Regents of the University System of Georgia. Tuition and fees are subject to change without notice. For information about resident status, see Section 1220. The Office of Student Accounts, 100 Sparks Hall, is responsible for assessing tuition and mandatory student fees. Current tuition and fee rates are available at sfs.gsu.edu/tuition-fees/. The specific amount of a student's tuition and fees for a semester depends on a number of things, the most important of which are:

- The number of courses taken
- The nature of the courses
- The number of credit hours assigned to the course
- The residency status of the student

Actual tuition and mandatory fee charges are determined when a student registers for classes each semester and can be viewed online via PAWS at paws.gsu.edu. **Registration is not complete until all tuition and fees have been paid in full.**

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 Georgia State and are part of an official Georgia State 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 sfs.gsu.edu/tuition-fees/tuition-classification/.

Waivers of All Fees

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

- GSU-62 students
- Employee tuition remission students who take no more than 8 hours and register during late registration
- US Military Reserve and Georgia National Guard Combat Veterans

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://mystudyabroad.gsu.edu/.

All mandatory fees except the technology fee and USG Institution fee may be waived in certain cases, based on Board of Regents policy. For more information on Tuition & Fee Waivers, visit http://sfs.gsu.edu/tuition-fees/tuition-fee-waivers/.

1210.20 Payment of Tuition and Fees

Georgia State University reserves the right at any time during the semester to drop or withdraw 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. A student who attends a class without being formally registered or continues to attend a class after being dropped due to nonpayment 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 Academic/Registration calendar at registrar.gsu.edu/registration/semester-calendars-exam-schedules/. Failure to meet payment deadlines will have financial and academic consequences.

Payment by Credit Card

Georgia State University accepts Visa, 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 at the downtown and perimeter campuses. Directions and other information about in-person payments is available on the Student Account website at sfs.gsu.edu/tuition-fees/payments/. Students may also mail a check or money order 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 the fee payment deadline.

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 at the downtown and perimeter campuses. Directions and other information about in-person payments is available on the Student Account website at sfs.gsu.edu/tuition-fees/payments/. 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 all 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* located at http://registrar.gsu.edu/registration/registration-guide/.

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, suspended for disciplinary reasons, 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 electronic transfer to the student's bank account via direct deposit, electronic transfer to the student's Money Network enabled PantherCard, or by check mailed to the student using the mailing address on file with Georgia State. 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. Students who sign up for direct deposit or the PantherCard refund program receive their refunds faster and in a more secure manner than students whose refunds are mailed. 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.

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. Please check the housing website at myhousing.gsu.edu 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 Campus Services at services.gsu.edu.

1220 Georgia Resident Status

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

Prospective students and accepted applicants who have questions regarding their residence status should contact the Office of Graduate Admissions in their college.

Students classified as out-of-state shall retain that status until officially reclassified as in-state. A student classified as out-of-state who can subsequently provide clear and convincing evidence that he/she meets the requirements for in-state classification can be reclassified as in-state. The burden to support the contention that he/she qualifies for in-state tuition classification under University System of Georgia policy and applicable laws always rests with the student. The petition form for Georgia tuition classification is located at http://sfs.gsu.edu/tuition-fees/tuition-classification/petition-for-georgia-tuition-classification/.

Deadlines for Petitions

To ensure timely processing, petitions and all required documents must be submitted to the Registration and Compliance department within the Office of the Registrar, 225 Sparks Hall, no later than the deadlines listed below. Final determination of Georgia tuition 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	Aug 1
Spring	Nov 1	Dec 1
Summer	Mar 1	May 30

If a petition is approved, classification will not be retroactive to prior semesters. A student 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 Office of the Registrar within 5 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 University student to continue to receive financial aid from federal or state financial assistance programs, the student must exhibit satisfactory academic progress. Copies of Georgia State University's policy for determining satisfactory academic progress are available in the Office of Student Financial Aid and also on the Financial Aid website at http://sfs.gsu.edu/the-financial-aid-process/policies/satisfactory-academic-progress-sap/.

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

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

For more information on financial aid see http://sfs.gsu.edu/the-financial-aid-process/.

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 our website at http://sfs.gsu.edu/scholarships-grants/.

Teach Grant

The TEACH Grant Program provides 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.

For more on the Teach Grant, visit http://sfs.gsu.edu/scholarships-grants/grants/.

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 FSA ID to complete the MPN. If a student does not have an FSA ID, the FSA ID can be created at https://fsaid.ed.gov/npas/index.htm.

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.
- **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 Graduate Assistants

Graduate Assistants are defined as full-time graduate students providing a service to the university in exchange for a stipend and, in some cases, additional benefits such as a tuition waiver or employer-based health insurance. Students generally may hold the equivalent of up to 50% FTE (approximately 20 hours per week). However, students must have the permission of their degree program to hold an assistantship and cannot exceed their program's limitation on the number of hours to be worked. Students must be eligible to work in the United States and cannot exceed any hourly limitations placed on them by a visa.

Graduate Assistant types include Graduate Research Assistants, Graduate Teaching Assistants, Graduate Computing Assistants, and Graduate Administrative Assistants. Types of Graduate Assistantships may also be combined to reflect a combination of assistantship duties. Any student accepted into a graduate degree program may be appointed depending on credentials, such as (1) admission test scores, (2) grade point averages in previous course work or in the degree program, (3) previous experience, and (4) the nature of the work for which the assistantship is funded.

Additional information on employment and funding opportunities can be found at the Graduate Programs website at http://graduate.gsu.edu.

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 educational benefits. Any veteran who wishes to attend Georgia State University under any of the veterans educational 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 (VA Form 22-1995 for veterans and VA Form 22-5495 for family members) 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 veterans.gsu.edu.

Continuing students who wish to receive benefits must complete the Online Veterans' Enrollment Verification Form located on University's web site, gsu.edu, under the Registrar's page each academic term. Students are certified on a term-by-term basis. 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 determine the amount and schedule of their benefit payments 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

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 for the Andrew Young School of Policy Studies at 404-413-0021.

- **Andrew Young School Undergraduate Scholarship:** This scholarship was established to provide financial assistance to outstanding leaders and scholars in the Andrew Young School of Policy Studies. Awards of up to $2,000 will be made based on academic merit, leadership and need to undergraduate students enrolled in AYSPS degree programs.
- **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.
- **Robert Hinrichs Memorial Scholarship:** Created in honor of Robert Hinrichs, an administrator with the Social Security Administration Office, this is the highest academic award/honor the School of Social Work gives to an M.S.W. student.
- **Chris Perrin Memorial Scholarship:** This award was established by the Georgia Council of Juvenile Court Judges in honor of Chris Perrin, a long-time advocate for children, executive director of the council and an alumnus of Georgia State University. This award, shared by the Department of Criminal Justice and the School of Social Work, is given annually to one social work and criminal justice student.
- **Jean Childs Young Scholarship:** This scholarship was established in 2005 by Charles Loudermilk Sr. to provide financial support for AYSPS graduate students in honor of Ambassador Young's deceased wife, Jean Childs Young. The fellowship may be used for tuition, books, room, board and other associated expenses incurred by graduate students.
- **James L Maddex, Jr. Scholarship:** This scholarship was established in honor of Dr. James L. Maddex, Jr., Professor Emeritus of Criminal Justice, who retired in 2000. The merit-based scholarship is awarded to an undergraduate or graduate criminal justice student.

- **Nance Lu Mescon Scholarship:** This scholarship was established by Dr. Michael and Mrs. Enid Mescon to honor the memory of their beloved daughter, who passed away in 2011 after a long battle with anorexia. With this scholarship, the Mescon family seeks to raise awareness and stimulate scholarship around the issues relating to eating disorders. The scholarship provides financial support for undergraduate students, and preference will be given to qualified applicants currently enrolled at the Andrew Young School of Policy Studies.

Awards are contingent on final clearance by the Office of Student Financial Aid. Any student receiving aid under any federal financial aid program is limited by the student's "estimated cost of attendance" as to the total amount of aid that may be received. This applies to aid from all sources, public and private. You will find this information in your aid letter from the financial aid office or online in your financial aid record in PAWS.

1240.20 College of Arts and Sciences Scholarships

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

- **Applied Linguistics/ESL – CPUA Scholarship:** Awarded to students in good standing in undergraduate or graduate program in the Department of Applied Linguistics.
- **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.
- **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.
- **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.
- **Scholarship in Creative Writing:** Awarded to a graduate student studying creative writing with preference given to students focusing in fiction.
- **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.
- **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.
- **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.
- **Carol Rowe Jones and Waymon Jones Scholarship in Gerontology:** Awarded to underrepresented students of the University System of Georgia studying Gerontology.
- **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.
- **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.
- **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.

- **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.
- **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.
- **Society of Professional Journalists Scholarship:** Awarded annually by the national professional journalist society to the outstanding journalism graduate of the year.
- **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.
- **John Warkentin Scholarship:** Awarded to a graduate student showing outstanding potential in psychotherapy as well as demonstrating financial need.
- **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.

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 Byrdine F. Lewis School of Nursing and Health Professions 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 Byrdine F. Lewis School of Nursing and Health Professions.

1240.50 College of Education and Human Development Scholarships

- **College of Education and Human Development Scholarship:** Two scholarships are awarded each fall and each spring to one undergraduate and one graduate student in the College of Education and Human Development. 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
- More information for scholarships in the College of Education and Human Development can be found at education.gsu.edu/student-services/scholarships-fellowships/.

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

- **Lettie Pate Whitehead Scholarship**: Awarded to students enrolled in the Nursing, Nutrition and Respiratory Therapy Programs in the School of Nursing and Health Professions. 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, Byrdine F. Lewis School of Nursing and Health Professions.
- **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.
- **Kaiser Permanente Doctoral Student Award**: To provide scholarships to PhD students studying to become nurse educators. Please contact the department for further information.
- **Kaiser Permanente Endowed Nursing Scholarship**: To provide scholarships for graduate students interested in pursuing a career as a nurse educator. Recipients must have a minimum GSU program GPA of 3.0 and documented financial need.
- **Gordon Seagraves Cummings Scholarship**: Professor Gordon Cummings taught in the Georgia State University Physical Therapy Department for 27 years. This award was established to recognize those individuals whose work, like that of Professor Cummings, promotes self-learning, critical thinking, caring and competence.
- **Maymi Walker Chandler Memorial Scholarship:** To provide scholarships to female GSU students who are legal residents of Georgia. Students in the School of Nursing will be considered first, but the scholarships may be awarded to students in any program in the Byrdine F. Lewis School of Nursing and Health Professions.

- **Pediatria Healthcare Endowed Nursing Scholarship**: To provide scholarships to Georgia State University undergraduate and graduate nursing students enrolled in the Byrdine F. Lewis School of Nursing. Students must have a GSU program GPA of 3.0 or higher, and be presently studying or will be studying pediatric nursing at the time of the awarding of the scholarship. Financial need will be taken into consideration.

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 Dahlberg 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.

1240.75 College of the Arts

- **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.
- **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.

- **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.
- **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.
- **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.
- **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.
- **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.
- **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.
- **Duane L. and Drada P. Hoover Scholarship in Choral Music:** Awarded to students excelling in Choral Music.
- **Florence Kopleff Vocal Scholarship:** Awarded to a student majoring in music who has demonstrated exceptional talent as a vocalist. This scholarship was established in 1998 by Miss Kopleff and friends.
- **Bill Lowery Scholarship:** This scholarship is awarded annually to an outstanding student in the music industry program of the School of Music. Among the criteria for selection are academic excellence and service to the recording industry. The fund for the scholarship was established by friends of Bill Lowery, one of Atlanta's leading citizens and one of the music industry's outstanding music publishers.
- **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.
- **The Joseph Perrin Award:** Awarded to students in good academic standing in the School of Art & Design.

- **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.
- **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.
- **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.
- **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.
- **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.
- **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.

1240.80 School of Public Health Scholarships

For more information about financial assistance, contact the School of Public Health at 404-413-1452.

- **The Georgia Health Foundation Scholarship**: The Georgia Health Foundation Scholarship provides one-time awards of $5,000 to qualified students enrolled in the MPH program 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) their college's chapter of this catalog, (3) the offerings and requirements of their major, and (4) 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 Email

Every student is assigned an official Georgia State University email address at the time of acceptance. It is essential that students regularly check this email account. Academic departments and student service units

across campus use the University-assigned email 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 email address. It will not be sent to any other address (such as a Gmail 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 and paid for that course. Each semester students should go online for detailed information concerning the enrollment and registration process. Registration information can be at registrar.gsu.edu 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 sfs.gsu.edu under Tuition and Fees.

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 PAWS 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 PAWS

Step 5: Print your Course Schedule on PAWS

Step 6: Print the Semester 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 phone at 404-413-2600 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. If a student decides not to attend the course once the appeal has been approved by the academic department and the course has been added by the Office of the Registrar, the student must officially withdraw from the course on PAWS prior to the semester midpoint.

1312.25 Immunizations

Immunization Office
141 Piedmont Avenue, Suite D
health.gsu.edu

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/Pertussis (Tdap), 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 Georgia State Clinic website updates at health.gsu.edu.

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, Tdap, 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, Tdap and Varicella.
- Students born *outside* the United States on or before 12/31/1956 must show proof of immunity to

Tdap and Varicella only.
- Students born *in* the United States on or before 12/31/1956 are required to show proof of Tdap 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, Tdap.
- Students born 12/31/1980 or later must submit proof of MMR, Varicella and Tdap.
- Students born *outside* the United States 01/01/1957 or later must provide proof of MMR, Tdap, 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.

Students seeking military exemptions must show their DD214 form or Military ID proving active within the last 2 years.

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 health.gsu.edu.

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 in the 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 email message sent to their official Georgia State University's email account. In order to graduate, students must be actively enrolled in the program of study during the semester in which they finish degree requirements for graduation.

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 Revision of Class Schedules

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. 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 Student Financial Services website at sfs.gsu.edu.

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 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.

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 or WF at the discretion of the professor. Students involuntarily withdrawn after the midpoint of the course will be assigned a grade WF. Note that a WF is treated as an F for GPA calculation purposes. A grade notation of – before the grade of W indicates non attendance documented by the professor. 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 Emergency Withdrawal

Students may request an emergency withdrawal when a non-academic emergency situation occurs that prevents them from completing their course work (e.g., severe medical problems, traumatic events) and when the timing or nature of the emergency prevents them from voluntarily withdrawing from their classes. (See Section 1314.10.) Emergency withdrawals are subject to the following restrictions:

- Students must initiate an application for an emergency withdrawal no later than two academic years after the semester in which the courses were taken.
- Students may request emergency withdrawals in a maximum of two semesters of their enrollment at Georgia State.
- Students may not request an emergency withdrawal after degree conferral.

Emergency withdrawals normally apply to all the courses a student took in a semester. In exceptional cases, emergency withdrawals may be granted for some of a student's courses. Students requesting an emergency withdrawal in some but not all of their courses must provide documentation to justify a partial withdrawal.

If a student is granted an emergency withdrawal, W grades will automatically be awarded. W grades awarded as a result of the emergency withdrawal process do not count against the student's voluntary withdrawal limits.

For further information on emergency withdrawals, contact the Office of the Dean of Students at deanofstudents.gsu.edu.

1314.30 Military Withdrawal

Withdrawal for Military Service: Refunds and Grades

Full refunds of tuition and mandatory fees and pro rata refunds of elective fees may be considered for students who are:

1. Military reservists (including members of the National Guard) who, after having enrolled in courses and paid tuition and fees, receive orders without prior notice to active duty, reassigned for temporary duty, or mandatory training and the orders prevent completion of the term;

2. Commissioned officers of the United States Public Health Service Commissioned Corps (PHSCC) who receive deployment orders in response to a public health crisis or national emergency after having enrolled in courses and paid tuition and fees and the orders prevent completion of the term;
3. Active duty military personnel who, after having enrolled in courses and paid tuition and fees, receive reassignment, a temporary duty assignment, or a training assignment without prior notice and the orders prevent completion of the term; or,
4. Otherwise unusually and detrimentally affected by the activation of members of the reserve components or the deployment of active duty personnel of the Armed Forces of the United States who demonstrate a need for exceptional equitable relief.

This policy does not apply to a student enlisting in the Armed Forces prior to or during a semester, unless the student presents documentation showing his/her date to report to initial training was changed without the student's prior knowledge and the new reporting date prevents completion of the term.

Students must officially withdraw and submit official orders to the Office of the Registrar, Military Outreach Center prior to leaving for the assignment. 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.

Appeals Committee

Per the BOR's policy on Military Service Refunds, 7.3.5.3, requests for exceptional relief are made directly to the president of the institution and the president will make a determination on each request expeditiously.

Requests for course withdrawals due to military service will first be considered by the certifying officials in the Office of the Registrar, Military Outreach Center. If a student's request is denied and the student feels his/her case requires exceptional relief due to an unusual or detrimental activation, then the request will be considered by the Military Outreach Committee.

The Military Outreach Committee consists of academic advisors, VA benefit certifying officials, ROTC representatives, associate deans and university representatives from the Counseling Center and Affirmative Action. This committee will make recommendations to approve or deny students' requests to the Vice President for Enrollment and Provost/VP for Academic Affairs.

Appeals of the decision of the Vice President for Enrollment and Provost/VP for Academic Affairs may be initiated by the student within 5 business days of notification of the Vice President for Enrollment's decision and will be considered by the Provost.

Appeals of the decision of the Provost may be initiated by the student within 5 business days of notification of the Provost's decision and will be considered by the President.

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 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 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 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 http://registrar.gsu.edu/registration/cross-registration/.

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 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 graduate students 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 Georgia State 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 Georgia State 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. The student's transfer credit, cross registration credit, and credit by examination applicable to their degree program may not exceed a third of their degree requirements.

Procedures:

Students who wish to cross register must complete and submit an ARCHE Cross Registration Application to the Office of the Registrar, room 225, Sparks Hall. Cross Registration Applications are available online: http://registrar.gsu.edu/registration/cross-registration/.

Students who wish to take academic courses at an ARCHE institution must obtain written approval in advance from the University 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 section 1350.30 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 PAWS at 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.

Requests for copies of official transcripts received from other institutions will not be granted. 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 in PAWS and on the Registrar's website at registrar.gsu.edu/academic-records/transcripts.

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 http://registrar.gsu.edu/graduation/degree-conferral-and-diploma-information.

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 http://registrar.gsu.edu.

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 Directory Information Form, available on the Academic Records webpage at http://registrar.gsu.edu/academic-records/, and turn it in to the Enrollment Service 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: Satisfactory**
  (Minimum grade required for certain courses, as specified elsewhere in this catalog.)
- **D: Passing**
  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 record for that degree program. 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, study abroad 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 grade submission deadline. The deadline for reporting grades for the term is published in the online Semester Calendar. 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.
- **GH: Grade Hold**
  This symbol indicates a grade will be assigned pending the outcome of a reinstatement appeal.

1330 Cumulative Grade Point Average

Georgia State University has two 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 below 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 3.00 is required for graduate 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.

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 change request from the instructor. (If the student enrolled for S/U grading, a U will be assigned.). Using the change request process, 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 an Emergency 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 for that particular degree program.

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
75 Piedmont Avenue, Suite 1150
registrar.gsu.edu/graduation

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. To access the Graduation

Application, select the Enrollment tab. The Application for Graduation link is located under the Updates/Requests Student Record section of the page. Once the link is selected, step-by-step instructions will be provided regarding the application process.

Students should apply two semesters prior to their anticipated term of completion. Students pursuing an graduate/post-master's certificate must also apply online for graduation. There are no minimum hours required to apply for graduation in a certificate program. However, the deadlines posted for each semester must be adhered to.

Master's, specialist, and doctoral 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 his or her graduation date to a future date by completing the Change of Graduation form, located on the graduation website at registrar.gsu.edu/graduation.

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. Students must earn 1/3 or more of the credit hours required for the degree through Georgia State direct instruction.

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 includes 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 graduate 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

University Commencement Ceremonies are held at the end of the fall and spring academic terms. 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. Students who have registered for all remaining degree requires in the summer and have applied for summer degree conferral may elect to participate in the spring ceremony. However, degree conferral will not occur until successful completion of the summer term. While the University holds only two Commencement ceremonies, degrees are conferred at the end of each term; fall, spring and summer, 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 services.gsu.edu/service/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 email at graduation@gsu.edu.

Additional information concerning graduation procedures can be obtained through the graduation website at registrar.gsu.edu/graduation.

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 Enrollment and Registration Services Center, 227 Sparks Hall. Students should not pre-register for courses they wish to audit. Any tuition and 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 Student Center West
career.gsu.edu

The central office for **University Career Services** (UCS) houses the comprehensive career center for the campus 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. The central UCS office 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**, a program also housed within the office (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 all colleges, are served..

Career Development services are available by appointment. Individual and group sessions are offered, 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.

Workshops, information and career counselors are available to help students and alumni with their **career exploration** and 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.

Through the **Employer Relations** team, University Career Services 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 Georgia State 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, Room 260 Student Center West.

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. Panther Career Net is free to all enrolled students. 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 on career counseling, career assessment, career exploration, graduate and professional school planning, internship and career opportunities, and job search support, visit the central office of University Career Services in 260 Student Center West or call 404-413-1820 or visit the website at career.gsu.edu.

1348 International Student & Scholar Services (ISSS)

252 Sparks Hall
isss.gsu.edu

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 isss.gsu.edu.

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 isss.gsu.edu.

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.studentcenter.uhcsr.com/gsu or through Student Accounts.

1350 Academic Honesty

1. 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 Handbook (http://www2.gsu.edu/~wwwfhb/fhb.html) and the Student Handbook, On Campus, which is available to all members of the University community (http://studenthandbook.gsu.edu/). Academic honesty is a core value of the University and all members of the University community are responsible for abiding by the tenets of the policy. Georgia State students, faculty, and staff, are expected to report all instances of academic dishonesty to the appropriate authorities. The procedures for such reporting are outlined below and on file in the offices of the deans of each college, the Office of the Dean of Students, and the Office of the Provost.

Lack of knowledge of this policy is not an acceptable defense to any charge of academic dishonesty. 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 by the university.

No instructor or department may impose academic or disciplinary penalties for academic dishonesty outside the parameters of this policy. This policy applies to all incidents of academic dishonesty, including those that occur before a student graduates but are not discovered until after the degree is conferred. In such cases, it is possible that the application of this policy will lead to a failure to meet degree completion requirements and therefore a revocation of a student's degree.

Many colleges and/or departments provide statements of what constitutes academic dishonesty within the context of their discipline, and recommend penalties for specific types of academic dishonesty. As noted in the Faculty Handbook, all syllabi are required to make reference to the Academic Honesty Policy; syllabi should also include a link to departmental standards where they exist.

2. 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 which 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. 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 part, taken from the internet without properly referencing the corresponding URL (along with the author's name and title of the work, if available) may be considered plagiarism. 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, 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. Unauthorized collaboration means working with someone or getting assistance from someone (a classmate, friend, etc.) without specific permission from the instructor on any assignment (e.g., exam, paper, homework) that is turned in for a grade. It is also a violation of academic honesty to knowingly provide such assistance to another student. Collaborative work specifically authorized by a faculty member is allowed.

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

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

3. Information and Burden of Proof

In determining whether or not academic dishonesty has occurred, the standard which should be used is that guilt must be proven by a preponderance of the information. This means that if the information which

indicates that academic dishonesty occurred produces a stronger impression and is more convincing as to its truth when weighed against opposing information, then academic dishonesty has been proved. In other words, the information 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. Information as used in this statement can be any observation, admission, statement, or document which would either directly or circumstantially indicate that academic dishonesty has occurred.

4. Procedures for Resolving Matters of Academic Honesty

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. A brief summary of the procedures is presented here; details of these procedures are found in the following sections.

1. The faculty member should discuss the incident with the student before filing a charge of academic dishonesty. The faculty member, in consultation with the department chair, prepares the Notice of Academic Dishonesty The chair forwards the notice to the college dean, who sends the notification to the student by university email or by certified mail.
2. The student must appeal in writing to the College Dean within 10 business days of the date the email was sent or the certified mail was received if the student wishes to deny the finding of academic dishonesty.
3. If the student does not appeal within 10 business days, the College Dean forwards the notice of academic dishonesty to the Dean of Students.
4. If the student appeals the charges, a College Hearing Committee conducts a hearing and reports its findings to the College Dean regarding guilt or innocence. If the student is found not guilty, the faculty member is notified to assign an appropriate grade. If the student is found guilty, the dean forwards the notice of academic dishonesty to the dean of students.
5. Any recommendation for a disciplinary penalty and a challenge of that disciplinary penalty submitted by the student, if any, is reviewed by the University Senate Committee on Student Discipline. Based on the committee's recommendation, the provost makes a decision and takes action regarding any disciplinary sanction.
6. The dean of students maintains the disciplinary records on all findings of academic dishonesty and is responsible for forwarding notice of multiple findings to the Senate Committee on Student Discipline for review. Multiple findings may result in a disciplinary penalty even if one was not recommended by the faculty member.

5. Initiation of Action

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 (i.e., complete and submit a notification of academic honesty). In allegations of academic dishonesty involving course requirements, the course faculty member is required to initiate the action. If the alleged violation involves a departmental program requirement (e.g., comprehensive examination or language competency examination) or an institutionally-required test (e.g., test of Georgia/United States history or Georgia/United States constitutions), or if the individual who discovers the incident is not a

faculty member, the individual should bring the matter to the attention of the faculty member and administrator who has responsibility of overseeing the activity (e.g., departmental chair, director of the Testing Office). If that administrator decides to bring charges of academic dishonesty against the student, then that administrator becomes the initiator. (Test proctors, laboratory assistants, and other individuals who are not course faculty members should bring any instances of alleged academic dishonesty to the attention of the course faculty member or their administrative superior. That individual, after weighing the information, 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 should have jurisdiction in review and decision-making, any 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.

When an allegation of academic dishonesty is made, the relevant dean will inform the Office of the Registrar to place a grade of GP (grade pending) for the student in the course involved. Withdrawal from a course does not preclude the imposition of penalties for academic dishonesty. While the matter of academic dishonesty is pending, the student will be allowed to continue in the course and register for upcoming semesters.

A. Penalties to be Imposed
Penalties to be imposed in incidents of academic dishonesty are classified as academic or disciplinary. Academic penalties include assignment of a failing grade for a particular course requirement, or for the course itself, or for other tests or program assignments. They are set by the faculty member, in consultation with the department chair.

Disciplinary penalties can be sought in addition to those considered academic and could include, but are not limited to, the following: 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 Georgia State. Disciplinary penalties can be requested by the faculty member, in consultation with the chair; they must be reviewed by the University Senate Committee on Student Discipline and they are set by the provost.

B. Action at Administrative Unit (Department and College 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 which protects the rights and confidentiality of students. If the faculty member believes that academic dishonesty has occurred, the faculty member, in consultation with the department chair, will determine the appropriate academic penalty. The faculty member and the chair will complete a notice of academic dishonesty form describing the incident and indicating the academic penalty imposed and any recommended disciplinary penalty. The chair will forward the notice of academic dishonesty, which includes a statement of the right to appeal, to the dean of the college, who delivers it a either through the student's official university email address or by certified mail.

C. Student Action
The student will have 10 business days after receipt of the notice of charges of academic dishonesty (i.e., the date that the email was sent or that the certified mail was received) 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 applied in a discriminatory manner.

If the student wishes to challenge a disciplinary penalty, the student must submit a written rationale for challenging the disciplinary penalty within 10 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. All disciplinary penalties are automatically reviewed by the University Senate Committee on Student Discipline, 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.

D. College Action
1. No Appeal by the Student. If the student does not submit a written appeal to the college dean or challenge the disciplinary penalty within 10 business days, the college dean will notify the chair/faculty member to post any pending grade(s) immediately. The college dean will then forward the notice of academic dishonesty to the dean of students for inclusion in the student's disciplinary file. Any recommendation of a disciplinary penalty will also be forwarded to the dean of students for appropriate review by the Senate Committee on Student Discipline.

2. Appeal by the Student.

a. If the student submits a written appeal of the charges of academic honesty, the college dean will forward the charges to the chair of a college hearing committee and will notify the faculty member to set forth in writing a comprehensive response describing the incident of academic dishonesty. This statement will be presented to the committee and to the student at least five (5) business days prior to the hearing.
b. If the student wishes to challenge the disciplinary penalty without appealing the charges of academic honesty, a college hearing committee will not be convened; instead, 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.

3. Student Hearing Committee Process. Guidelines that Govern the Hearing of the Appeal by the College Student Hearing Committee

a. Within ten (10) 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 (5) 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 information regarding the incident in question. The hearing will be recorded on audio tape. 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 information 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 (5) business days of the hearing.

4. College Decision on Appeals. Within five (5) business days of receiving the committee's written report, the college dean will make the final decision regarding guilt or innocence. The college dean will notify all appropriate parties of the decision.

If the college 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 college 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 college 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 college dean will notify the chair to insure that any pending grade is posted promptly. The college 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 college 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. 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 10 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.

E. 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 II.4 C and D 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.

The Senate Committee on Student Discipline will provide its recommendation within five (5) 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.

F. PROVOST ACTION

1. **Decision of the Provost**. The role of the provost in handling student appeals regarding the charge of academic honesty has been explained (see II.E.5 above). Based on the recommendation, the Provost will render a decision within ten (10) 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.
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 ten (10) 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.

G. 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 which have been reported. The dean of students is responsible for initiating this report within ten (10) business days of notification of the proceedings 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 G above.

H. GRIEVANCE PROCEDURES FOR ACADEMIC MATTERS

1. Each of the undergraduate colleges has stated policies for settling grievances of students for academic matters. Refer to the office of the dean of each college for policies.
2. Obligation to Report Suspected Violations. Members of the academic community, students, faculty and staff are expected to report all instances of academic dishonesty to the appropriate authorities. The procedures for such reporting are on file in the offices of the deans of each college.
3. Penalties. The University takes the matter of academic honesty most seriously. Penalties for violations vary, but include both suspension and permanent expulsion from the institution.

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 http://enrollment.gsu.edu/assistance/ online for details.

1500 Student Life and Services

Georgia State University is committed to the idea 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. Furthermore, the division seeks to provide an enriching environment that allows for and encourages cross-cultural interaction, an appreciation of diversity and ethical decision making.

For more information, visit studentaffairs.gsu.edu.

1504 Campus Services

The departments in Campus Services supplement the academic campus experience by providing services and facilitating the sale of merchandise to faculty, staff, and students.

The Auxiliary and Support Services office is located on the second floor of Student Center West. 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: services.gsu.edu/.

1504.10 ATMs

ATM banking machines from several financial institutions are located on campus including the University Bookstore Building, first floor; Student Center, first floor; Urban Life, second floor, and Patton Hall, first floor. Phone: 404-413-9500. Fax: 404-413-9525. Email: auxiliary@gsu.edu.
Web: services.gsu.edu/service/atm-banking/.

1504.15 University Bookstore

The University Bookstore, located on the third floor of Student Center West, 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 including price matching 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 in some cases paying as much as 50% of the purchase price. The University Bookstore offers a variety of name brand computer products including Acer and Samsung 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.gsubookstore.com. 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: 404-413-9709. Email: gsu@bkstr.com. Web: www.gsubookstore.com.

1504.20 Graduation Regalia and Photography

The University Bookstore 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 the University Bookstore. 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: 404-413-9700. Fax: 404-413-9709. Email: gsu@bkstr.com. Web: www.gsubookstore.com.

1504.25 PantherDining

With three traditional dining commons, multiple campus eateries and catering services, PantherDining is committed to providing fresh, convenient and tasty options to the Georgia State community. Learn more about our services by visiting dining.gsu.edu.

Meal Plans

Choose from a 5-day or 7-day "all-you-care-to-eat" academic year meal plan, with a variety of delicious and nutritious options at three conveniently-located dining commons.

Academic Year 2017-2018 Unlimited 7-Day Meal Plan

- Includes breakfast, lunch and dinner Monday through Friday, as well as brunch and dinner on Saturday and Sunday
- $3,832/academic year (2 equal installments of $1,916 per semester)
- ***For only $101 more you can continue to dine with us on the weekends!***

Academic Year 2017-2018 Unlimited 5-Day Meal Plan

- Includes breakfast, lunch and dinner Monday through Friday
- $3,630/academic year (2 equal installments of $1,815 per semester)

Sign up for a meal plan today at dining.gsu.edu!

Dining Commons

Our dining commons are open to students, staff and faculty of the Georgia State community as well as the

public. We accept cash, PantherCash (save 20%!), American Express, Visa, Mastercard and Discover.

Fixed Meal Prices:

Breakfast: $8

Lunch: $10

Dinner: $15

Weekends: $10

Kids 5 and under eat free

Kids 12 and under eat for half price

- **Patton Dining (160 Edgewood Avenue):** Known for its made-to-order sandwiches and daily grill specials, Patton is the go-to lunch spot on campus, but we offer up more than just lunch classics! Stop by our vegan bar for anything from vegetable pot pie to vegan tacos and our international station for flavors from around the globe. Questions? Call 404-413-9630.
- **Piedmont Central (92 Piedmont Avenue):** With non-stop service starting at 7 a.m. Monday and closing Friday at 9 p.m., Piedmont Central is where to head when you need a break from studying at 2 a.m. on a Wednesday. Tempt your sweet tooth with our decadent desserts, grab a slice of cheesy pizza or let us make you an out-of-this-world omelet (really!) at our omelet station. For more information, contact 404-413-1971.
- **Piedmont North (175 Piedmont Avenue):** Specializing in made-for-you selections like quesadillas, sliders, and stir fry's, Piedmont North's Mongolian Grill Station is a favorite with its customizable entrees. Another favorite? The Almost Home station serving fried chicken, mac & cheese and country fried steak – a necessity when you're in need of a taste of home! Contact 404-413-1559 for questions.

Hours of Operation:

Patton: Monday-Friday from 7 a.m. to 9 p.m.

Piedmont Central: Continuous 24-hour service from 7 a.m. Monday until 9 p.m. Friday; Saturday and Sunday service: 11 a.m. to 9 p.m.

Piedmont North: Monday-Friday from 7 a.m. to 9 p.m.

Campus Eateries

To complement our dining commons, we offer a mix of cafes and grab-and-go locations to provide variety and convenience at every turn. You'll find Chick-fil-A sandwiches, specialty salads, Asian fusion, Lavazza coffee and sweet treats at our locations.

- **Centennial Café:** Brews Lavazza coffee and serves fresh sandwiches, wraps, sushi and baked goods.

- **The Courtyard:** Fresh new options coming your way in fall 2017!
- **Legal Grounds:** In a hurry? Find your favorite grab-and-go snacks like bagels, pastries and yogurt parfaits here.
- **Miss Demeanor's:** From savory flatbreads and personal pizzas to fresh-baked pastries, Miss Demeanor's also offers an assortment of hot and cold beverages.
- **Panthers Club:** More new options coming your way in fall 2017!
- **Ray's New York Pizza:** Ray's Pizza offers pizza pies and slices, pasta, salads and wings.

PantherDining Catering

Whether it's some of our noteworthy stations like a chocolate fountain, mac & cheese bar or even an ice cream station, or custom-built menus offering Southern fare and Havana favorites, you'll find something unique and tasty for any campus event. Learn more by calling 404-413-9670 or visiting catering.gsu.edu.

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.

PantherCash accounts can be opened at the Campus Services office with cash, check MasterCard, Visa, Discover, or American Express.

PantherCash

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 online at panthercard.gsu.edu, or at the Campus 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: panthercard.gsu.edu.

Money Network Financial Aid Refund Authorization:
Take advantage of a quick and easy way to receive your financial aid refund. First, you must activate a Money Network Discover Card account on your PantherCard. To do this up the newest PantherCard with the Discover Card logo on it. Call 1-800-822-4283 and follow the system prompts. To authorize your student account refund on your PantherCard follow these steps:

1. Log into PAWS at paws.gsu.edu
2. Select the "Finances" tab
3. Select the "Refund Information" section
4. Select the "Panther Card Authorizations" link
5. Select "Authorize" from the dropdown menu under the "PantherCard Money Network®

Authorization" section
6. Click Submit

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. Panther Express 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 parking.gsu.edu
- A valid PantherCard is required for all parking transactions.
- The Parking and Transportation customer service area accepts cash, checks, Visa, MasterCard, Discover, 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 provided space is available.
- The Parking Budget Card allows persons to park in the parking decks and lots on campus at a reduced price per entry.
- M Deck, Non-Resident Lofts and T Deck parking semester passes are available through an online waitlist while supplies last online at parking.gsu.edu 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 parking.gsu.edu.

- Each Semester parking at the Lofts Parking Deck is available for Patton Hall, Lofts, and Greek Housing residents at the customer service windows of Parking and Transportation.

Student parking is available in the following locations (with parking attendants on duty from 6:30 a.m. – 10:00 p.m., 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 (Permit only, no parking attendant on duty)
- T Deck
- Turner Field Blue Lot and Green Lotsas specified for students

Panther Express Shuttle Services and Off-Campus Parking

- The Panther Express Shuttle Service allows students to park their vehicles with a valid parking permit at the Blue and Green Lot, Turner Field. This parking space is limited as to availability, and is on a first-come-first-served-basis.
- Panther Express Shuttle services transport students to and from the University Commons, Piedmont North, Piedmont Central, Aderhold Learning Center, and off-campus University provided parking areas at no charge.
- Panther Express 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. Panther Express 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. You can also download the University App and follow the latest on Parking and Transportation on your smart phone.

Phone: 404-413-9500. Fax: 404-413-9525. Email: parkingandtransportation@gsu.edu. Web: transit.gsu.edu

MARTA AND GRTA

Customer Service Area. Students who wish to purchase a Georgia State discounted monthly MARTA pass for each month need to pick up a specially marked MARTA Breeze card from the Parking and Transportation service area in Suite 200, University Bookstore Building. A valid PantherCard is necessary in order to receive a specially marked Georgia State University discounted plastic Breeze Cards initially. Once a new MARTA Breeze Card is obtained, students will need to log on to ParkingWeb at http://parking.gsu.edu/ between the 1st and 15th of each month to purchase the following month's card in order to receive the maximum discount available for their card.

ENJOY THE BENEFITS

Easy to Reload
The new Breeze Card is reloadable online through ParkingWeb at parking.gsu.edu.

Discounted
If reloaded online between the 1st and 15th of each month, students pay $61 and staff pay $77 instead of the full retail price of $95 if purchased directly through MARTA for a calendar month card.

Durable
Breeze Cards are made of durable plastic, and can either be reloaded online or through any MARTA kiosk although kiosk prices are slightly higher because they do not receive the University subsidy.

Limited Protection Plan
There is also a limited protection plan on all Breeze Cards purchased. As long as the card is reported lost, stolen, damaged, or non-functional before the 22nd of each month at the Parking and Transportation customer service area, the card will be replaced and will still have that month's benefits. There is a small administration fee for replacement.

A valid PantherCard is required to receive the discount. Students, faculty and staff. GRTA passes are also available for purchase at the Parking and Transportation customer service area.

1504.45 University Printing and Copy Services

PawPrints – Georgia State's official printer, located in the Clarkston campus "S" Building, offers a full range of printing solutions: offset printing; color printing of newsletters, brochures, posters, and banners; fast black and white copying; printing of official Georgia State stationery, etc. PawPrints also offers many finishing options such as folding, cutting, binding, and lamination, as well as scanning and faxing services.

PawPrints welcomes all customers: students, faculty, staff, and visitors. No job is too small or too large. Work may be completed from printed originals or from electronic media such as email (pawprintsclk@gsu.edu) flash drives, CD, DVD and FTP. PawPrints also has an online printing site which can be used by students, University employees, and the community. Access to the site can be requested at gsuprints.nowdocs.com.

Accepted methods of payment include cash, major credit/debit cards, PantherCash, and interdepartmental charge cards. Phone: 678-891-3335. Web: pawprints.gsu.edu Email: pawprintsclk@gsu.edu

Copy Services – self-operated copy machines are available in the following Perimeter College locations:

Clarkston – Building L, Room 2100
Dunwoody – LRC, Room 2600
Decatur – Building A, Room 3100
Newton – Building 2N, Room 3100
Alpharetta – LRC, Room 1230

The exclusive method of payment is PantherCash, which visitors use through the purchase of a PantherCash Guest Card. Phone: 678-891-3342. Email: pawprintsclk@gsu.edu.

1504.50 Mail Services

Mail Services, located in the Clarkston campus "S" Building, manages the incoming and outgoing mail flow for Perimeter College departments and through United States Postal Service (USPS), and is a sister operation linked to the Atlanta campus main Mail Services operation. In addition to Mail Services originating at the Clarkston campus to operate daily mail routes servicing all Perimeter College campuses, it also operates a daily afternoon route for outgoing departmental mail (USPS and interoffice) to be delivered to Atlanta for processing. On its return, Mail Services brings to the Clarkston campus interoffice mail from the Atlanta campus for delivery to the PC campuses the next day. Mail Services hours of operation are Monday – Friday, 8:30 a.m. – 5:15 p.m. Mail Services Phone: 678-891-3332.
Web: services.gsu.edu/service/mailservices/. Email: mailservices@gsu.edu

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: safety.gsu.edu/risk-management/.

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 chocolate, and a variety of snack items. Cash and either PantherCash readers or credit/debit card readers are accepted at most vending machines with PantherCash discounts available on select vending beverage machines. Phone: 404-413-9500. Web: vending.gsu.edu

1506 Child Development Center

The University maintains the Lanette L. Suttles Child Development Center located in Dahlberg 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

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. Civic Engagement 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 Civic Engagement strengthen their career readiness and capacity to help solve the problems faced by society while learning the importance of being an active, engaged citizen.

Through OrgSync, Civic Engagement 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 in OrgSync are able to create a permanent record of their service hours.

Panther Breakaway, one of Civic Engagement's signature programs, 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 and internationally, including Washington D.C., Florida, Tennessee, Louisiana and Costa Rica. Students are educated on a specific social issue prior to the trip and then immersed in the community where they complete service projects related to that specific issue. Previous trips have addressed social issues such as literacy, poverty, hunger, homelessness and environmental awareness.

For more information, visit Civic Engagement located in Student Center East, Suite 304, call 404-413-1550 or visit the Civic Engagement website service.gsu.edu.

1510 Counseling and Testing Center

The comprehensive services of the Counseling and Testing Center reflect the university's concern for the many needs of currently enrolled students. Counseling is available free of charge to students who have educational, personal or relationship concerns. The center offers individual, couples and group counseling. Groups include several interpersonal process groups including general growth groups, African American women's support group, African American co-ed support group, LGBTQIA support group, graduate student support group, grief support group, stress management group and substance abuse group. Individual stress management sessions are also available to students.

Psychiatric services to evaluate the need for medications are available for those in counseling in the Counseling and Testing Center or in the Psychology Clinic located in the Psychology department. Referral services for students having needs that go beyond the scope of the Counseling and Testing Center are also available. Physicians provide psychiatric evaluation, medication management and clinical consultation. All physicians are located in the Counseling and Testing Center. In addition to the psychiatric services, emergency university staff consultation services, inpatient liaison services, staff training and additional PRN university staff consultations are available.

Students may come in for an initial counseling consultation on a walk in basis every day during business hours. The purpose of this visit is to assess the student's concerns and develop a plan to address these concerns. Follow up counseling visits are by appointment. Faculty, staff or students concerned about a student's health and well-being are encouraged to phone the Counseling and Testing Center to consult with the senior emergency on call counselor. A counselor will assist in determining the most appropriate course of action.

The Counseling and Testing Center's testing services offers many national examinations, certifications, psychological assessments, math placement 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. Psychologists from the center are also available for guest lectures in classrooms and for student organizations.

All clinicians in the center have advanced degrees in psychology, counseling or social work, 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 Counseling and Testing Center are private and confidential. No one outside the Counseling and Testing Center is given any information regarding any appointments that have been made or what is revealed in counseling sessions without the written release from the student according to Georgia law. The records kept by the Counseling and Testing Center do not become part of a student's academic record.

For more information, visit the Counseling and Testing Center located in 75 Piedmont Ave., Suite 200A, call 404-413-1640, or visit the Counseling and Testing Center website counselingcenter.gsu.edu.

1510.10 Student Victim Assistance

Student Victim Assistance Services serves as a confidential reporting resource and a central resource point for any student who has experienced a traumatic event, been the victim of sexual assault or has been a victim of other crimes. Staff help connect students to many campus and community resources related to their specific needs. The goal is to help students regain control over their lives so that they may persist in their educational pursuits and thrive personally. Services provided include: confidential reporting resource, direct crisis intervention 24/7, referrals for on and off campus resources, advocacy and support during all phases of university, legal/criminal proceedings, information and resources, consultation and education to students, faculty and staff, safety planning and on-going follow-up and support as needed.

For more information, visit Student Victim Assistance located in 75 Piedmont Ave., Suite 239, call 404-413-1965 or visit the Student Victim Assistance website victimassistance.gsu.edu.

1510.20 Student Health Promotion and Education

The mission of Student Health Promotion is to support activities that empower Georgia State University students to make informed healthier choices and achieve academic success and to ultimately improve the health of individuals and communities. Core areas of education include substance use risk reduction and sexual assault/partner violence prevention. Wellness education is provided through interactive formats including campus events and programs that foster opportunities for students to connect with peers for education about health topics. Self-responsibility, conscious decisions and informed choices in relation to health are encouraged. The peer health educators (PHEs), the health educator and the senior coordinator for student health promotion provide wellness education through interactive formats such as workshops, campus campaigns and awareness events. A wellness library with books, videos, brochures, posters and other materials are available to students to gain additional knowledge about health related topics. *The PHEs have received specialized training in the dimensions of health and public health programming and are the university's first-response to health promotion and wellness education on campus*. The health educator and senior coordinator are available to advise students and coordinate programming with various groups. Weekly classes are provided for students who have violated campus alcohol or drug policies in order to assist them with reducing their risk of further harm. Additionally, individual and group tobacco cessation services are offered. Bystander intervention and sexual assault prevention workshops are offered regularly throughout each semester.

For more information, visit Student Health Promotion located in 75 Piedmont, Suite 241, call 404-413-1577 or visit the Student Health Promotion website healthpromotion.gsu.edu.

1512 Dean of Students

1512.10 Student Advocacy and Outreach

Knowledgeable staff assist and empower students in conducting their university affairs by listening and analyzing the student's issues, questions or concerns; talking with the student to help devise a problem-solving strategy; and referring the student to appropriate staff members and departments. This advocacy and outreach is designed to facilitate student success and retention by helping students understand and utilize the resources and systems within the university.

For more information, visit the Dean of Students located in Student Center East, Suite 303, call 404-413-1514 or visit the Dean of Students website deanofstudents.gsu.edu.

1512.20 Emergency Assistance

Information regarding students' class schedules cannot be released for any purpose by the Dean of Students. However, in the event of a verified family emergency such as a life threatening situation or serious illness that occurs during regular business hours (Monday-Friday, 8:30 a.m. – 5:15 p.m.), staff will make an attempt to deliver a message or contact a student in class regarding the emergency information.

The Dean of Students office can provide assistance to a students who have experienced a verifiable emergency circumstance which prevents them from attending class by coordinating with relevant campus resources to support the student's successful return to the university. In the event a student is hospitalized and unable to contact their professors, the professors can be notified of the absence so that, upon returning to the university, the student can follow up with their professors to complete any missed assignments. If the student is unable to remain enrolled due to the nature of the emergency situation, the student can receive guidance and assistance regarding the withdrawal process.

For more information, visit the Dean of Students located in Student Center East, Suite 303, call 404-413-1515 or visit the Dean of Students website deanofstudents.gsu.edu.

1512.30 Student Conduct

The Georgia State University Student Code of Conduct contains policies and procedures that promote the university mission and protect the rights of students, faculty and staff. Students are obligated to be knowledgeable of and to comply with the university's rules, policies and procedures. Students are also individually responsible for understanding and exercising their rights, fulfilling their obligations and respecting the rights of others. The Student Code of Conduct articulates the types of actions that infringe upon the campus climate of civility and the academic integrity of the university. An overarching philosophy of the student conduct process is to provide students with the opportunity to reflect upon their actions, take

responsibility for the outcomes of their life and to develop ethical approaches to their decision making process. A copy of the most current Student Code of Conduct may be accessed on the web at codeofconduct.gsu.edu.

For more information, visit the Dean of Students located in Student Center East, Suite 303, call 404-413-1515 or visit the Dean of Students website deanofstudents.gsu.edu.

1512.40 Parent Relations and Panthers Parents Association

In order to provide parents of Georgia State University students with an opportunity to remain actively involved with their student through the college experience, Panthers Parent Relations provides programs and services such as Family Weekend. Parents are also invited to join the Georgia State University Panthers Parents Association. Membership in the association gives family members access to newsletters, programming opportunities and a scholarship for their students. The Panthers Parents Association is led by an executive board of parents of current Georgia State University students. The Panthers Parents Association holds at least one general membership meeting a year and several executive board meetings each semester.

For more information, call 404-413-1580 or visit the Parent Relations website parents.gsu.edu.

1512.60 Student Health Insurance

The following groups of Georgia State University students are required to have health insurance:

- All graduate students awarded a Full Tuition Waiver as part of their graduate assistantship award
- All undergraduate, graduate and English as a Second Language (ESL) international students holding F and J visas
- All undergraduate and graduate students enrolled in programs that require proof of health insurance
- All graduate students receiving fellowships that fully fund their tuition
- International Scholars

For those students 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 link www.uhcsr.com/gsu outlines the coverage, benefits and premium for an insurance program specifically designed for Georgia State University students and their dependents.

1514 Disability Services

Students with disabilities can receive services and programs through the Margaret A. Staton office of Disability Services. New students with disabilities are encouraged to register with Disability Services prior to their first semester to ensure that appropriate accommodations are made. Current Georgia State University students with disabilities may register with Disability Services throughout the semester. Disability Services also provides information and resources to the campus regarding accessibility and

accommodations issues throughout the university.

For more information, visit Disability Services located in Student Center East, Suite 205, call 404-413-1560 (TTY) or 404-413-1564 or visit the Disability Services website disability.gsu.edu.

1517 Georgia Career Information Center

The Georgia Career Information Center (GCIC) contractually provides online career exploration tools and up-to-date career information to the citizens of the state of Georgia, primarily in the public schools (K-12) and the technical colleges. GCIC also assists with state-level employment initiatives and agencies by providing career development software solutions. The core tool that GCIC maintains is the Georgia Career Information System, which supports the State of Georgia in meeting state educational mandates with regard to career exploration and planning for students at all grade levels in the public schools. Georgia State University students can access GCIS for career exploration at gcic.gsu.edu.

The Georgia Career Information Center is a part of the University Career Services, which offers to all Georgia State University students, graduate and undergraduate, a wide range of highly supportive personal and professional development opportunities and services. University Career Services is comprised of Employer Relations, Cooperative Education and Internships, Graduate and Professional School Planning, Career Development and the Georgia Career Information Center.

More information is available at gcic.gsu.edu or 404-413-1720. GCIC is located at One Park Place South, Suite 823.

1518 Intercollegiate Athletics

Georgia State University has an intercollegiate athletics program that competes as a member of the National Collegiate Athletic Association (NCAA) Division I Football Bowl Subdivision level and as a member of the Sun Belt Conference. Other members of the Sun Belt include: Appalachian State, Arkansas State, Coastal Carolina, Georgia Southern, Little Rock, Louisiana, UL Monroe, South Alabama, UT Arlington, Texas State and Troy.

Georgia State sponsors 16 sports programs, including baseball, basketball, football, golf, soccer, and tennis, for men, as well as basketball, cross country, golf, beach volleyball, soccer, softball, tennis, track and field and court 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 Sun Belt 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 against 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.

Students are admitted for free to all Georgia State home sporting events.

1519 Leadership Development

Leadership is a characteristic that serves all students well as they embark on their careers and move forward in their lives. Leadership Development provides services and programs such as round table discussions and 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 Leadership Development to set up training sessions.

For more information, visit Leadership Development located in Student Center West, Suite 475, call 404-413-1588 or visit the Leadership Development website leadership.gsu.edu.

1519.20 Honor Societies and Professional Organizations

Honor societies recognize success of students and can be joined based on year in school, major or involvement. The honor societies on campus consist of both nationally recognized and local organizations. Professional organizations connect students to their desired profession. The professional organizations are often affiliated with national organizations that further broaden the opportunity to connect with others in the profession. Honor societies and professional organizations encourage student excellence in both academic and co-curricular activities.

For more information, visit Student Organizations located in Student Center East, Suite 304, call 404-413-1580 or visit the OrgSync website gsu.orgsync.com or call 404-413-1580.

1519.30 Student Organizations

More than 425 chartered student organizations offer Georgia State University students a wide variety of involvement opportunities. From community service and cultural groups to political and recreational groups, these student organizations reflect a vast array of interests. In addition to providing students with a connection to others with like interests, active involvement in student organizations also offers opportunities for students to gain valuable leadership skills by serving as an officer or planning events and programs. A listing of all chartered student organizations as well as the requirements to charter new groups can be found online.

For more information, visit Student Organizations located in Student Center East, Suite 304, call 404-413-1580 or visit the OrgSync website at gsu.orgsync.com.

1520 Multicultural Programs and Services

1520.10 Leadership Academy

Located on the Clarkston campus, this program is designed to improve retention and graduation rates among undeserved student groups. The Leadership Academy provides academic support, personal support and development, opportunities to earn scholarships and other experiences shown to help support the success of African American males in college. Student interested in learning more about this program should contact the Leadership Academy at 678-891-3737.

1520.20 Multicultural Center

The Multicultural Center promotes cross cultural interactions, awareness, communication, dialogue and mutual learning through engaging activities. The programs offered allow individuals from different cultural backgrounds and social identities to engage in meaningful experiences that assist in building a culture of care.

Programs and events include Heritage and History Month recognition events, Martin Luther King, Jr. Commemoration, community office hours, book discussions, classroom presentations on multicultural and diversity topics and conversations on contemporary social concerns. The Multicultural Center has a Multicultural Programming Council and a library of books, videos and training resources. In addition, the Panther Ambassadors for a Culturally Competent Campus (PAC3) Ambassadors are a group of student leaders who work in collaboration with the Multicultural Center and University Housing to raise cultural competence on campus.

For more information, visit the Multicultural Center located in Student Center East, Suite 206, call 404-413-1584 or visit the Multicultural Center website at multicultural.gsu.edu.

1522 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 those interested in learning about religious 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, visit the Council of Interfaith Concerns located in Student Center West, Suite 452.

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 ombuds.gsu.edu/.

1526 Recreational Services

Recreational Services promotes healthy lifestyles through exceptional programs, services and facilities. Three facilities within Recreational Services include the Recreation Center and two off campus facilities, Indian Creek Recreation Area and Panthersville. The Recreation Center is a four-story, award winning, 161,000 square foot facility available to Georgia State University students, faculty, staff and alumni. The facility includes a game room with billiards, darts, table tennis, foosball, air hockey and Wii games, a 35-foot climbing wall and bouldering cave, racquetball courts, a squash court, basketball courts, a multi-sport auxiliary court, two weight rooms with cardio, selectorize weight machines and free weights, an indoor track, an aquatic center with lap pool, spa, sauna, sundeck and wet classroom, three studios for aerobics/dance, martial arts and indoor cycling/yoga, an outdoor equipment rental shop, a vending area and a 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. Registering for programs and services, purchasing memberships and obtaining general information are all available at the service counter. All first time users must complete an online waiver. A current, validated PantherCard is required for entry into the facility, participation in any recreation activity and all rentals.

The Indian Creek Recreation Area (ICRA), a 16-acre wooded site in DeKalb County, is host to the Indian Creek Lodge that is available for use, for a fee, by chartered university student organizations and departments for retreats, parties and meetings. Recreation members can also rent the facility for personal events, pending approval. The ICRA offers a challenge course with three zip lines and multi-tiered ropes course that is perfect for team building initiatives. The property also includes a large event lawn, a large outdoor swimming pool for use during the summer, a sand volley ball court and picnic areas.

Located on a 100-acre site in southern DeKalb County, the Panthersville Recreation Complex provides lighted playing fields and other accommodations for sport clubs, intramural activities and varsity athletic competitions.

Recreational Services offers a wide variety of programs that serve a diverse student body including aquatics, instructional clinics, fitness classes, personal training, nutritional counseling, outdoor adventure, intramural competition, sport clubs and drop in play. Supported by student fees, many of the programs are free of charge; however, those with a fee are very reasonably priced. Whether you enjoy a playing flag football, skiing in Colorado or learning to salsa, there is a program for you.

Information is available in Recreation RAP-UP, available every semester.

For more information, visit Recreational Services located in the Recreation Center, Suite 200, call 404-413-1750 or 404-413-1780 or visit the Recreational Services website recreation.gsu.edu.

1529 Student Health Clinic

The Georgia State University Health Clinic is staffed by university employees including: a full-time medical director, a full-time physician, three full time advanced practice clinicians and one half-time advanced practice clinician, a full time RN, three full time medical assistants, a full time business manager who is shared by all campuses, three full-time medical secretaries, a part-time registered dietician and a full time immunization coordinator who is shared by all campuses. Clinical services are provided by experienced health care providers who provide triage, evaluation and treatment of medical problems. Currently registered students are eligible to receive services.

Physical exams, including women's health services, are offered as well as the following services:

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.

Sports medicine: Sports participation physicals are provided free, and minor injury care is provided.

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

Health education: A variety of topics and media are offered such as substance use risk reduction, healthy sexuality, violence prevention, tobacco cessation, nutritional advice, healthy lifestyles brochures and videos and presentations to groups.

Prescriptions dispensed: The doctor can dispense pre-packaged prescription medicines at a discounted price—antibiotics, allergy and cold medicines, ear and eye drops, birth control pills, dermatological creams and more. Outside prescriptions cannot be filled.

Immunizations: All shots and laboratory tests needed to complete the immunization requirement for registration (Board of Regents policy) are available at the clinic. Vaccinations and tests provided include: MMR, Rubella, Meningitis, Hepatitis A and B, Tetanus/Diphtheria, Varicella (chickenpox) and PPD (tuberculosis) skin tests. Allergy shots are provided only after a consultation visit with the doctor, along with a previous diagnosis and prescription of serum from an allergy specialist.

Travel clinic: The clinic offers many travel vaccines and prescriptions.

Laboratory tests: Most tests are available at deeply discounted prices. A few examples are: urinalysis, urine culture, throat culture, thyroid panel, lipids (cholesterol) panel, gonorrhea-chlamydia probe, HIV blood test and pregnancy tests.

Electronic medical records: Electronic medical records system and students are able to obtain several

services online. This includes making appointments, accessing medical records and communicating with clinic staff. This improvement in technology allows better service to students and enhanced decision making by clinic management.

Urgent care: After hours phone access to mental health crisis consultants is available to both commuter and residential students. After hours phone access to medical consultants is also available to commuter and residential students. Enhancements to services also provide coordinated medical, mental health and administrative urgent care in an integrated system designed to foster student retention and success.

Medical nutritionist: A nutritionist provides best practice intervention for a range of diagnoses. These efforts are consistent with the mission of education and prevention as strategies for intervention.

Prescription access: Students have access to some of the most frequently prescribed medications, including antibiotics and blood pressure medication, through the student health clinic for a co-pay of less than $10.00.

For more information, visit the Student Health Clinic located in 141 Piedmont Avenue, Suite D, call 404-413-1930 or visit the Student Health Clinic website health.gsu.edu.

1530 Student Government Association

As the representative body for students at Georgia State University, the Student Government Association promotes student self governance and enables elected students to express the opinions of their fellow students. The university adheres to the philosophy that student representation within the larger university structure is a catalyst for student growth and development. The Student Government Association Senate meets every other Thursday during the fall and spring semesters at 7:15 p.m. on the fourth floor of Student Center West. Services provided by the Student Government Association include free blue books and scantron forms (limit two per day), local facsimile use (one per day), free black and white copies (10 per day) and local phone use. A listing of open positions and information on elections is available online.

For more information, visit the Student Government Association located in Student Center West, Suite 450, call 404-413-1600 or visit the Student Government Association website sga.gsu.edu.

1534 Student Center

The Student Center is a place where students can study, grab a bite to eat or hang out with friends; it is a place where all students can feel welcome. The Student Center is comprised of two buildings: Student Center East and Student Center West. The Student Center is home to many campus traditions, large scale programs and student services. Meeting rooms and event spaces provide places for students to experience quality programs aimed at enriching the Georgia State experience.

Numerous offices and programs that promote student growth and development, enhance academic success and connect students with the university community are located in the Student Center. Each building houses an ATM, food court, courtesy cell phone charging stations, lounges and comfortable seating. Student Center East houses Disability Services, the Dean of Students office, Information Center, staffed

to help students navigate the facilities. Student Center West Student Government Association, Student Media and Campus Tickets where students can purchase tickets to popular campus programs, advance movie screenings and special Georgia State programs around Atlanta. Student Center West is connected to the Bookstore Building, which also houses Campus Services (Bookstore, PantherCard and Parking).

For more information, visit the Student Center Information Center located in Student Center East, first floor, call 404-413-1850 or visit the Student Center website studentcenter.gsu.edu.

1534.10 Student Programs

Spotlight Programs Board is a university sponsored student-driven organization that coordinates activities to enhance and enrich the quality of student life at Georgia State University. Spotlight addresses the needs and interests of its diverse student body by providing social, cultural and educational events on campus. Most events are free and open to the Georgia State University community and include concerts, movies, speakers, novelty events, exposure to local Atlanta attractions and much more. Spotlight also oversees Cinefest, a 133-seat theater used to show blockbuster, independent and cult classics films free to students. Spotlight coordinates the art exhibits in the gallery lounge on the 3rd floor of Student Center East, a place for students to exhibit their work in a gallery setting while learning to curate their own shows.

Spotlight Programs Board brings a variety of quality educational, enrichment and entertainment programs to the Georgia State community, including the Distinguished Speakers Series, Panther Prowls, Homecoming festivities, Courtyard Music Series, Campus Movie Fest, Georgia State Nights at local Atlanta attractions and both small and large scale concerts, such as Pantherpalooza.

Spotlight Programs Board is always looking for committee members to assist with the planning programs as well as volunteers to help with events throughout the year. Stay connected with Spotlight through Twitter, Facebook and Instagram.

For more information, visit Spotlight Programs Board located in Student Center East, Suite 314, call 404-413-1610 or visit the Spotlight Programs Board website spotlight.gsu.edu.

1534.20 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, the student-run television station, streams its content live on its website, www.gstvonline.org. Students interested in TV editing and production are encouraged to volunteer. GSTV is located in Student Center West, Suite 251.

Album 88 (WRAS) is the student radio voice of Georgia State. It has won local and national awards for its cutting edge format. Student programming is featured on WRAS-FM/HD-1 from 7 p.m. – 5 a.m., 24/7 on WRAS-HD-2 and online at www.wras.org. Album 88 is located in Student Center West, Suite 271.

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 fall and spring semesters. Current issues can be found in over 50 locations on campus. Read online at georgiastatesignal.com. The Signal is located in Student Center West, Suite 250.

New South and **Underground** are the university's literary magazines edited by students and showcasing literary and artistic contributions from across the country. Both organizations also stage on and off campus readings from Georgia State students throughout the year. Underground focuses on the publication of poetry, literature and photography produced solely by current Georgia State University students. The New South office is located in Langdale Hall, Suite 946, and the Underground office is located in Student Center West, Suite 456.

For more information, visit Student Media located in Student Center East, Suite 310, call 404-413-1592 or visit the Student Media website studentmedia.gsu.edu.

1536 University Career Services

The central office for **University Career Services** (UCS) houses the comprehensive career center for the campus 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. The central UCS office 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**, a program also housed within the office (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 all colleges, are served.

Career Development services are available by appointment. Individual and group sessions are offered, 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.

Workshops, information and career counselors are available to help students and alumni with their **career exploration** and 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.

Through the **Employer Relations** team, University Career Services 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 **Cooperative Education and Internships** program helps students prepare for in-depth co-op and internship learning experiences, which build skills and strengthen students' competitiveness for future opportunities. The program also works with colleges and employers in supporting their co-op and internship initiatives. The Co-op Program is the formal hub for the Georgia State University Cooperative

Education initiative.

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 Georgia State 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.

Résumania is a walk-in résumé and c.v. review service, available Tuesday through Friday, 9 a.m. to 3 p.m. No appointment is needed and students are seen on a first-come first-serve basis. During walk in hours, students may work on their resumes and cover letters, ask questions regarding major selection, job search and related career questions.

All Georgia State University students have an account on **Panther Career Net** (career.gsu.edu), a web-based career management system utilized by students, employers and the career services staff. Panther Career Net is free to all enrolled students. 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 on career counseling, career assessment, career exploration, graduate and professional school planning, internship and career opportunities, and job search support, visit the central office of University Career Services in 270 Student Center West or call 404-413-1820 or visit the website at career.gsu.edu.

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 and staff committee that advises and make recommendations to the vice president for student affairs concerning matters relating to student organizations and the following student programs and services: student activities, student conduct, recreation, housing, student media, orientation, leadership, student facilities, volunteerism, disability services, multicultural center, health services, career services and honors and awards.

For more information, visit the Senate website senate.gsu.edu/committees/student-life-development.

1538.20 Student Activity Fee Committee

The Student Activity Fee Committee, including nine 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.

For more information, visit the Division of Student Affairs
website: studentaffairs.gsu.edu/student-activity-fee.

1538.30 Committee on Student Communications

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

For more information, visit the Student Media website at studentmedia.gsu.edu/csc.

1538.40 Student Technology Fee Subcommittee

The Student Technology Fee (STF) Subcommittee of the Senate Committee on Information Systems and Technology (IS&T) meets annually to review proposals for expenditures of monies from the Student Technology Fee and makes recommendations for allocations to the Fiscal Advisory Committee to the President.

For more information, visit the Technology Solutions website at solutions.technology.gsu.edu and the Senate website at senate.gsu.edu/committees/fiscal-advisory-committee-to-the-president.

1540 University Housing

Housing accommodations are available in the Georgia State University Commons, University Lofts, Patton Hall, Piedmont North and Greek Housing. These residence halls offer a variety of lifestyle living options.

The University Commons houses approximately 2,000 Georgia State students and 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 and 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. Each floor includes a study or community lounge space, and each building has a fully equipped laundry facility, community offices and mail room. The University Commons is home to all of the Living-Learning Communities, specifically in Hall A and Learning Center in Hall D. This complex includes covered parking spaces, the 911 center for the university, a police substation, a convenience store, the Student Health Clinic and a MILE computer lab for university classes.

The University Lofts residence hall houses approximately 550 residents and is primarily an upper-classman, undergraduate apartment style residence hall. 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 and stove with oven. The Lofts community spaces include an activity lounge, multipurpose room, laundry room and the Lofts Learning Center and classroom. Lofts resident parking is managed by Campus Services and is available at an additional monthly cost.

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

Piedmont North is a traditional, suite style residence hall. Students share a bedroom and a bathroom. Similar to Patton Hall, a state of the art, all you can eat 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. Piedmont North also offers a comprehensive first year experience student program like Patton Hall. This area includes several community spaces, a courtyard and a learning center.

Piedmont Central opened in August 2016 adding 1,152 beds to our growing university. This new housing facility is part of Georgia State University's continued mission to provide top-quality housing that enhances students' personal and academic development by offering modern, safe and secure facilities and provides opportunities for intellectual and social engagement while promoting meaningful interactions between residents and staff. The new housing will allow Georgia State University to keep up with its significant growth while building a cohesive and unified campus community.

The Greek Housing community consists of four fraternities and five sororities housed in three story town homes, which range in size from nine to 19 beds per unit. Each town home features a spacious living room and kitchen, and all bedrooms are furnished with standard residential furniture. There is a large community center within the complex with mail service and laundry facilities available next door at Patton Hall.

University Housing residence halls are in highly desirable downtown locations that are within minutes of academic buildings, the Recreation Center, the Student 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 all facilities include rent, furniture, all utilities, wireless internet in specific building areas, basic cable television and internet connections. To maintain safety and security, all residence halls have card key access, camera systems, security staff and operate a guest check in process.

For more information, visit University Housing located in 75 Piedmont, Suite 110, call 404-413-1800 or visit the University Housing website myhousing.gsu.edu.

1542 Off-Campus Housing

The Dean of Students has partnered with an off campus housing website to provide students with a tool to

find a place to live off campus and search for a roommate. Because the Dean of Students office does not approve, inspect or assume responsibility for those facilities listed on the off campus housing 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 or roommate and always request references.

For more information, visit the Dean of Students located in Student Center East, Suite 303, call 404-413-1515 or visit the Dean of Students website at deanofstudents.gsu.edu/student-assistance/off-campus-living/.

1600 Educator Preparation

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 the Arts, College of Arts and Sciences, the College of Education and Human Development, and Perimeter College 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 and Human Development.

The Professional Education Faculty at Georgia State University is accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs at Georgia State University. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, relicensure, or other purposes.

Teacher preparation programs in Music Education are accredited by the National Association of Schools of Music, and teacher preparation programs in Art Education are accredited by the National Association of Schools of Art and Design. The Master of Education program in School Counseling is accredited by the Council for Accreditation of Counseling and Related Programs; and the Master of Science program in Communication Sciences and Disorders is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association.

1610 Organization of the Professional Education Faculty

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 Dean of the College of Education and Human Development 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 and Human Development, 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 Education and Human Development and members of the College of Arts and Sciences, College of the Arts, or Perimeter College.

Additional information about the Professional Education Faculty and its activities is available at http://mycehd.gsu.edu/faculty/resources-policies-forms/.

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 and Human Development mission statement and includes the Professional Education Faculty's purpose, assumptions underlying educator preparation, and candidate outcomes. The conceptual framework is described fully at http://mycehd.gsu.edu/faculty/resources-policies-forms/.

1630 Programs

Initial Certification Programs

The following majors provide initial teacher preparation to qualified students:

1. Master of Art Education with a major in Art Education
2. Master of Art in Teaching with a major in
    - Elementary Education
    - English Education
    - English to Speakers of Other Languages (ESOL) Education
    - Health and Physical Education
    - Mathematics Education
    - Middle Level Education
    - Science Education
    - Social Studies Education
    - Special Education
3. Master of Education with a major in
    - Literacy Education (Reading Instruction/Specialist)
    - School Counseling
4. Master of Science with a major in Communication Sciences and Disorders
5. Master of Education and Specialist in Education with a major in School Psychology
6. Non-degree certification only programs are offered in music education; foreign language education; early childhood special education; special education adapted curriculum; special education general curriculum; special education deaf education.

Advanced Programs

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

1. Master of Art Education with a major in Art Education
2. Master of Education with a major in
    - Elementary Education
    - English Education
    - Health and Physical Education
    - Literacy Education
    - Mathematics Education
    - Reading, Language, and Literacy Education Online
    - Science Education Online
    - Social Studies Education

    - Special Education
3. Master of Music with a major in Music Education
4. Specialist in Education with a major in
    - Educational Leadership
    - School Counseling
    - School Psychology
5. Doctor of Education with a major in
    - Curriculum and Instruction
    - Educational Leadership
6. Doctor of Philosophy with a major in
    - Counselor Education and Practice
    - Early Childhood and Elementary Education
    - Education of Students with Exceptionalities
    - Educational Policy Studies
    - Educational Psychology
    - Instructional Technology
    - Kinesiology
    - School Psychology
    - Teaching and Learning

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 Georgia Assessments for the Certification of Educators (GACE)

This information is for candidates seeking admission to or enrolled in a teacher preparation program. The state of Georgia requires such candidates to take various GACE and Educator Ethics assessments as part of the educator certification process. These computer-delivered assessments have been developed by the Georgia Professional Standards Commission (GaPSC) and are delivered by the Education Testing Service (ETS). You will take these tests at different times.

Program Admission and Content Assessments:

Program Admission Assessment [Combined Test I, II, and III (700)] is an admission requirement (unless candidate meets qualifications for exemption – scroll down to "Options to Satisfy the Program Admission Assessment Requirement"). When registering for the assessment, program entry candidates must add your program provider (Georgia State University – school code 5090) as a score recipient when you register or we will not receive notification that you have completed the assessment.

Content Assessment (different content assessments for each program) tests your content knowledge and is taken after enrollment and prior to program completion. You will receive specific information regarding this test as you near completion of your program (required for certification).

Georgia Educator Ethics Assessment:

Georgia Educator Ethics – Program Entry (350) Assessment is an admission requirement. Completion of this assessment is required for admission, though there is no "Pass/Fail" grade assigned. Program entry candidates must add your program provider (Georgia State University – school code 5090) as a score recipient when you register or we will not receive notification that you have completed the assessment.

Georgia Ethics for Educational Leadership – Program Entry (370) Assessment is an admission requirement for the Educational Leadership programs (M.Ed., Ed.S., and Ed.D). Completion of this assessment is required for admission, though there is no "Pass/Fail" grade assigned. Program entry candidates must add your program provider (Georgia State University – school code 5090) as a score recipient when you register or we will not receive notification that you have completed the assessment.

Georgia Educator Ethics – Program Exit (360) Assessment is taken after enrollment and prior to program completion. You will receive specific information regarding this test as you near completion of

your program (required for certification).

Georgia Ethics for Educational Leadership – Program Exit (380) Assessment is taken after enrollment in your Educational Leadership program, and prior to program completion. You will receive specific information regarding this test as you near completion of your program (required for certification).

How to Register:

Educational Testing Service (ETS) is the test supplier for the GACE and for the Georgia Educator Ethics Assessment.

Important Step: you must first establish a MyPSC account at the MyPSC website. As you create your account, you will indicate a different "Reason for Testing" specific to the test and your student status:

- **Program Admission** — select ***Reason for Testing #1*** . Program entry candidates must add your program provider (Georgia State University – school code 5090) as a score recipient when you register or we will not receive notification that you have completed the assessment.
- **Georgia Educator Ethics – Program Entry (or Program Exit)** — select ***Reason for Testing #7*** (Be sure to review the 4-step registration process on the link provided here: Register for the Georgia Educator Ethics Assessment). Program entry candidates must add your program provider (Georgia State University school code 5090) as a score recipient when you register or we will not receive notification that you have completed the assessment. **NOTE:** Step #3 of registration — check your email SPAM folder for the email from ETS. Step #4 of registration is tricky — you are now in the ETS portal (not MyPSC) and you must create a new account under "Registration." Choose the option: Test Takers.
- **Content Assessments – Undergraduate students** (or graduate students in Educational Leadership, School Psychology, or Counseling): select ***Reason for Testing #2***
- **Content Assessments – Graduate students** (except in Educational Leadership, School Psychology, or Counseling): select ***Reason for Testing #3*** (students in Educational Leadership, School Psychology, or Counseling select ***Reason for Testing #2)***

1655 edTPA

Teacher preparation candidates will be required to pass an externally scored portfolio assessment (edTPA) to be eligible for certification. This portfolio assessment requires candidates to submit evidence of ability to teach in a subject-specific classroom. Candidates must develop and teach a unit of instruction and then submit materials based on three to five lessons from this unit. The portfolio includes video clips of student-teacher interactions, lesson plans, learner work samples, and candidates' reflective analysis. The cost of the edTPA portfolio submission is $300.00, which will be associated with student teaching courses.

In the event a candidate has passed their student teaching/practica course included in their teacher preparation program but fails to pass edTPA, candidates may be eligible to graduate but not be eligible for certification. Students in this situation may enroll in EDUC 4750 Clinical Experience for one credit hour to participate in a practicum experience to create and implement a unit of instruction and complete a new edTPA portfolio.

1660 Educational Field Experiences

All Georgia State University students who are accepted into a teacher education program and will be completing a field placement must complete the requirements to obtain a Pre-Service Certificate through the Georgia Professional Standards Commission which includes a criminal background check and the ethics module.

All teacher preparation programs require an Opening School experience in addition to practicum and student teaching placements. Opening school experiences vary by program and can include the Georgia State student spending 1-2 weeks with a mentor teacher during pre-planning and the first week of school. Due to the schedules of the county schools where Georgia State places students, the opening school experience may occur prior to the start of the Georgia State fall term. Students should check with their program faculty regarding the specific number of days/hours required for their opening school experience for their program.

Students accepted into teacher education programs, will not be able to begin their field placement(s) until they receive their Pre-Service certificate number from the GaPSC and provide proof to the Office of Field Placements.

Upon admission to a teacher education program, you will receive an email from the Office of Academic Assistance with instructions for how to apply for your Pre-Service certificate. Do not submit your Pre-Service Certificate application before you are admitted.

Extended field experiences, opening school, practicum and/or student teaching (i.e. experiences involving interactions with students, tutoring or classroom teaching in school settings) will be arranged by the Office of Field Placements and program coordinators in the educator preparation departments of the students' major fields of study.

Students must successfully complete the prerequisite courses in their program of study with respect to securing a placement.

It is the responsibility of the student to check with their faculty advisor regarding specific departmental procedures required to request a practicum or student teaching placement.

Students may not contact a school or school system office or report to a school site until they are notified by their department or the Office of Field Placements of their placement confirmation.

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.

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

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 Office of Field Placement any criminal events described below that occur after the criminal background check required for field placements was conducted (notice to Office of Field Placement 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 Georgia State 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.

1670 Criteria on Academic and Professional Integrity

The College of Education and Human Development 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 and Human Development adhere to both the University's Student Code of Conduct as described online at codeofconduct.gsu.edu/ 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.

2010 Office of the Dean

14 Marietta St. N.W., Suite 635
404-413-0000
aysps.gsu.edu
Mary Beth Walker, Dean
Sally Wallace, Associate Dean
Cynthia Searcy, Assistant Dean

2010.10 Purpose

Changing the World: One Student at a Time, One Idea at a Time.

The Andrew Young School of Policy Studies strengthens communities across the globe through policy research, scholarship, public engagement, and the development of leaders.

The school is committed to quality education, offering a variety of academic undergraduate and graduate degree programs as well as non-degree 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/student-resources/oaa/

The Office of Academic Assistance (OAA) supports the school's commitment to quality education in the field of policy studies by advising seniors and coordinating the recruitment, admission and advising of graduate students. The OAA also serves as the administrative and regulatory office for student programs within the Dean's Office in the Andrew Young School of Policy Studies.

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 learn to identify and use university resources effectively to: satisfy degree requirements; plan programs of study; and, discover how interests, skills and goals connect to fields of study and careers. The office is open from 8:30 a.m. to 5:15 p.m. Monday through Friday. Walk-in advisement without an appointment is scheduled on Mondays and Thursdays from 2:30 p.m. to 4:00 p.m., and Tuesdays and Wednesdays from 9:30 a.m. to 11:00 a.m.

2010.35 Study Abroad Opportunities

The Andrew Young School of Policy Studies is committed to providing students the opportunity to study abroad through Maymester/Summer or exchange programs. Currently the school sponsors four Maymester/Summer and four exchange programs:

Maymester/Summer programs:

1. Europe (France, Germany, The Netherlands & Czech Republic): a three-week Maymester program open to all students interested in critical appraisals of different policies, administrative structures and political processes in Europe and the United States. Co-Program directors – Dr. Greg Streib (gstreib@gsu.edu) or Dr. Cynthia Searcy (csearcy@gsu.edu).
2. South Africa: a three-week Maymester program that provides a broad understanding of the workings of the South African economy, its infrastructure, its environment and its governance, as well as the accompanying social issues. Program director – Dr. Glenwood Ross (gross@gsu.edu).
3. Trinidad and Tobago: a Maymester program that explores crime and justice from an international, comparative perspective and examines public policy issues related to crime and violence in developing nations. Program director – Cyntoria Johnson (cjohnson5@gsu.edu).
4. Ghana: A three-week Maymester program that allows students to delve into the topic of international development and its effects on the challenges of eradicating poverty and helping communities become sustainable. Program Director –Dr. K. Jurée Capers (kcapers@gsu.edu).

Exchange programs:

1. England, Northumbria University: an exchange program for one semester that gives undergraduate or graduate students from any AYSPS degree program an opportunity to take courses in the social sciences. Program director – Dr. Cynthia Searcy (csearcy@gsu.edu).
2. Italy and France, University of Venice – Ca'Foscari and France, University of Versailles Saint-Quentin: an exchange program for economics undergraduates that grants students a degree from Georgia State University (most likely a B.A. or B.S. in economics, or a B.A. in International Economics and Modern Languages) and a degree in Economics and Management from the University of Venice Ca'Foscari, after one year of study in Italy and a semester in France. Program director – Dr. Shelby Frost (sfrost@gsu.edu).

3. Lausanne, Switzerland, University of Lausanne Faculté des Hautes Etudes Commerciales: an exchange program for graduate students of economics to gain expertise in the areas of international economies and economic policy through coursework, while living in a new cultural setting. Program director – Dr. Felix Rioja (frioja@gsu.edu).
4. Istanbul, Turkey, Marmara University: a semester or year-long exchange program between GSU and Marmara University for economics undergraduates and graduate students. Students take classes conducted in English. Program Director –Dr. Cynthia Searcy (csearcy@gsu.edu).

2010.40 Academic Resources and Services

AYSPS Career Services & Alumni Relations

14 Marietta St. N.W., Suites G47-51
404-413-0069
career.aysps.gsu.edu

The Andrew Young School provides career support and leadership development services to all AYSPS current students and alumni. Students are invited to attend career events and workshops as well as meet one-on-one with a career coach to discuss individual career questions. Career Services can help with the career exploration and search process, resume writing, interviewing skills, developing a LinkedIn profile, navigating the job or internship search process, and networking. To see a listing of current career events, please visit: career.aysps.gsu.edu/calendar. The Career Services Office also supports all AYSPS student clubs and organizations. Take a look at the range of groups available within the college, and consider getting involved: career.aysps.gsu.edu/organizations/. Make the most of your education by utilizing these great resources! The AYSPS Career Services & Alumni Relations office is located on the ground floor of the Andrew Young Building, in rooms G47-51.

AYSPS Research Vault

14 Marietta St. N.W., Vault Floor
404-413-0019

The Research Vault offers research tools in policy studies and economics for faculty, staff and students at the AYSPS. It provides students with an introduction to relevant databases, data set manuals, and websites. The Vault also 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. The website above is available to assist patrons in searching the literature of regional, national, and international policy issues located in the Vault.

Research Vault staff, along with 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 the Web of Science, a leading citation index, access to social science data from the Inter-university Consortium for Political and Social Research (ICPSR), and Lexis-Nexis statistical tables for geographic, demographic, income and time series. The Vault holds data sets and publications from agencies in state government as well as the international community, especially in 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 Notes, 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 and data sets 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/economics/undergraduate-economics-tutoring-lab/

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

Center for Collaborative Social Work

140 Decatur Street, 12th Floor
404-413-1050

The Center for Collaborative Social Work developed out of the School of Social Work's need for an organizational structure that extended the school's founding principles beyond the classroom and into the community. The School of Social Work is the first school in the country to offer a Master of Social Work 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)

Center for State and Local Finance

14 Marietta St. N.W., 4th Floor
404-413-0098
cslf.gsu.edu

The Center for State and Local Finance's (CSLF) mission is to develop the people and ideas for next

generation public finance by bringing together the Andrew Young School's nationally-ranked faculty and the broader public finance community. Established in 2014, CSLF conducts and publishes innovative, nonpartisan research on economic development and urban policy, education finance, tax policy and reform, and budget and financial management. Additionally, it provides premier executive education classes in public finance for state and local finance officials in Georgia and nationwide. CSLF also works with governmental, non-profit, and for-profit groups to conduct fiscal and economic impact studies, forecast revenues and expenditures, and assist with local and state tax policy and reform efforts. CSLF supports several graduate students pursuing their degrees in public management and policy or economics through its fellowship and graduate research assistantships.

Experimental Economics Center

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

The Experimental Economics Center (ExCEN) supports research, teaching, and policy applications involving controlled experiments with human decision-makers. Its central objective is to promote the development and application of economics and related academic disciplines as empirical social science. Research conducted by center faculty covers many topics: theoretical modeling and laboratory experiments with trust, reciprocity, and altruism; small- and large-stakes risk aversion; public goods and common pool resources; centipede games vs. Dutch auctions; risk perception; technology adoption; time preferences; gambling disorders; health seeking behavior in less developed countries; ambiguity attitudes; insurance demand; financial risk management of poor working households; and congestion pricing in transportation. Collaborative research with surgeons is in progress on improving hospital discharge decision-making and analysis of decision-making for human organ rejections or acceptances for transplantation. Research and teaching support facilities developed and maintained by ExCEN include the AYSPS experimental economics laboratory, a mobile laboratory and EconPort (www.econport.org), an economics digital library and virtual laboratory containing Internet software for experiments.

Fiscal Research Center

14 Marietta St. N.W., 4th Floor
404-413-0249
frc.gsu.edu

Established in 1995, the Fiscal Research Center (FRC) provides nonpartisan research, technical assistance and education in the evaluation and design of state tax and economic policy. It leverages the Andrew Young School's expertise in public finance to assist Georgia's policymakers on questions of tax and economic policy. FRC's responsibilities include developing estimates for tax-related fiscal notes for the state of Georgia, writing the Georgia State Tax Expenditure Budget, supporting the state economist, and conducting policy and academic research on a variety of topics associated with state tax policy issues. FRC also maintains a data warehouse of domestic data sources that are used by FRC staff, Andrew Young School faculty and students, and external organizations. FRC supports several graduate research assistantships for students pursuing their degrees in public management and policy or economics.

The Georgia Health Policy Center

55 Park Place N.E., 8th Floor
404/-413-0314
ghpc.gsu.edu/

The Georgia Health Policy Center (GHPC) integrates research, policy and programs to advance health and well-being. GHPC works locally, statewide, and nationally to connect decision makers with the evidence-based research and guidance needed to make informed decisions about health policy and programming. The center focuses on the most complex health care issues today including: public and private health insurance coverage, health care reform, long-term services and supports, public health, children's health and well-being, behavioral health, and the development of urban and rural health systems. GHPC offers a wide range of services to public and private clients, including research and evaluation, policy analysis, program development, technical assistance, meeting design and facilitation, grants management, strategic planning, and health impact assessment. The center has worked in nearly 1,000 communities in all 50 states to achieve health improvement.

Georgia International Law Enforcement Exchange

P.O. Box 3992, Atlanta, GA 30302-3992
404-413-1035
www.gilee.org

The Georgia International Law Enforcement Exchange (GILEE) was established in 1992. Its mission is to enhance law enforcement executive development and international cooperation for the provision of better law enforcement services and public safety through the protection of civil rights. GILEE's focus has been on anti-terrorism training; initially to protect the 1996 Centennial Olympic Games and later to improve preparedness for terror threats. Following the 9-11 atrocity, GILEE focuses on enhancing homeland security efforts through international cooperation and training programs. GILEE operates on the principle of providing peer-to-peer professional training through the introduction of best practices and sources of excellence in order to enhance agency capabilities to better deal with threats to public safety and improve security. GILEE offers executive law enforcement training programs and special briefings in and for more than 20 states and more than 20 countries.

International Center for Public Policy

14 Marietta St. N.W., 5th Floor
404-413-0239
icepp.gsu.edu/

Mission: "To expand knowledge, instill optimal practice and build capacity in the public sector around the world to improve human well-being through better public policy."

The International Center for Public Policy (ICePP) is an interdisciplinary public policy research center that engages faculty members from within the Andrew Young School of Policy Studies (AYSPS) and other departments at Georgia State University who pursue this mission through internationally oriented research, academic programs and technical assistance, and training activities for developing countries. The core expertise of the center lies in its economics and fiscal policy analysis. It serves a diverse client base that

includes multilateral donor agencies (e.g. USAID, World Bank, UNDP, ADB, etc.), foreign ministries, government organizations, legislative bodies and private institutions.

ICePP brings together the strengths of cutting-edge technical expertise, extensive real-world policy experience and solid project management capabilities. ICePP faculty have extensive experience in resolving real-world policy challenges, with combined work experience in over 70 developing and transition economies around the world. At the same time, ICePP's international technical assistance and training efforts uniquely complement the academic research and the educational mission of the Andrew Young School. The exposure to international policy challenges that ICePP brings to the school and its interaction with government leaders and policy-makers from around the world enriches the school's academic environment and deepens its commitment to resolving international policy challenges.

ICePP has built a strong visiting scholars program and has hosted over 40 scholars since 2007. In addition to the various books, peer reviewed journal articles and policy reports generated by its faculty and research associates, ICePP publishes a working paper series and occasional papers that include research from Georgia State faculty, research associates, graduate students and external professors, policy-makers and government officials that have participated in ICePP research activities.

Nonprofit Studies Program

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

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

14 Marietta St. N.W., Suite 316
404-413-0180
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. 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.

Usery Workplace Research Group

14 Marietta St. N.W., 5th Floor
404-413-0880
uwrg.gsu.edu/

The W.J. Usery Workplace Research Group (UWRG) includes scholars at the Andrew Young School conducting research on the economics of the workplace, labor markets, education, health, and related areas. Activities include the annual Usery Distinguished Lecture Series, which brings the nation's leading labor economists to the Andrew Young School. Research by UWRG faculty are circulated widely through the Usery Workplace Research Group Paper Series. UWRG sponsors Andrew Young School seminar speakers, plus various research activities and occasional research conferences on and off campus. UWRG activities are coordinated and financed through the W.J. Usery Chair of the American Workplace.

2010.60 Student Organizations

Alpha Phi Sigma

The purposes of Alpha Phi Sigma shall be to recognize and promote high scholarship among students actively engaged in college study in the Criminal Justice area, to keep abreast of the advances in scientific research, to elevate the ethical standards of the Criminal Justice professions, and to establish in the public mind the benefit and necessity of education and professional training. For more information, contact Dr. Leah Daigle at ldaigle@gsu.edu. National Website: www.alphaphisigma.org

Andrew Young Circle of Enterprising Scholars (AYCES)

AYCES is a brand new student club. The purpose of AYCES is to strengthen student relationships and develop professional skills while fostering a long term professional community within the Andrew Young School of Policy Studies. AYCES is open to any undergraduate or graduate student that AYSPS. To learn more, contact AYS Career Services and Alumni Relations (404-413-0069).

Criminal Justice Graduate Student Association

The Criminal Justice Graduate Student Association will assist members with adjustment into the Criminal Justice Graduate Program, act as student-faculty liaisons for the purpose of addressing student body concerns, organize events designed to promote graduate research, encourage student involvement in academic and social events within the Department of Criminal Justice and Criminology, and assist graduating students in transitioning into graduate careers. For more information visit their website at: criminaljustice.gsu.edu/student-resources/student-organizations/criminal-justice-graduate-student-association/.

The Graduate Student Association (Economics)

The Economics Department's Graduate Student Organization (GSA) is a non-profit, student-run organization established for the benefit of all economics graduate students at the Andrew Young School of

Policy Studies at Georgia State University. All officially-enrolled economics graduate students are automatically members of the GSA, and the GSA levies no dues. The GSA promotes scholarship, develops a spirit of cooperation and fellowship among economics graduate students, and fosters interaction between graduate students and faculty. For more information, visit their website at: aysps.gsu.edu/economics/graduate-student-association.

The Nonprofit Leadership Alliance Club (NLA)

The Department of Public Management and Policy in the Andrew Young School is affiliated with the Nonprofit Leadership Alliance, a national alliance of colleges, universities and nonprofit organizations dedicated to strengthening the leadership of the social sector and sustaining the ability of nonprofits to fulfill their mission with a talented and prepared workforce. The NLA Club focuses on professional leadership development, fundraising, and career networking within the nonprofit community. While optional, students are strongly encouraged to pursue NLA's Certified Nonprofit Professional (CNP) credential by meeting the NLA national office's five requirements. These requirements include:

1. Completing a bachelor's degree;
2. Demonstrating proficiency in NLA's 10 competencies;
3. Demonstrating Leadership & Service;
4. Completing a 300-hour internship; and
5. Attending one AMI (NLA's annual national conference in January).

The club is open to all Georgia State 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 pmap.gsu.edu/student-organizations/nonprofit-leadership-alliance-student-organization/.

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 Georgia State 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. For more information, visit their website at: socialwork.gsu.edu/phi-alpha-honor-society/.

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: socialwork.gsu.edu/student-engagement/msw-bridge-builders/.

2010.70 Academic Units

Department of Criminal Justice and Criminology

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

Richard T. Wright, Chair
Eric L. Sevigny, Director of Graduate Studies

Degrees Offered:

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

Department of Economics

14 Marietta St. N.W., 5th floor
404-413-0141
aysps.gsu.edu/economics

Shiferaw Gurmu, Chair
Master's Faculty Program Director: Felix Rioja
Doctoral Faculty Program Director: Rusty Tchernis

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/

Gregory B. Lewis, Chair
Master's Faculty Program Director: John C. Thomas
Doctoral Faculty Program Director: Christine Roch

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 & Social Enterprise
- Planning and Economic Development

School of Social Work

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

Brian Bride, Director
M.S.W. Program Director: Mindy Wertheimer
Director of Student and Community Services: Renanda Wood Dear

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. The Andrew Young School of Policy Studies does not offer deferment of enrollment.

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 applicant must reapply. Additional credentials and information may 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 to allow time for processing and ensure applicant files are complete.

If an application deadline falls on a weekend or university holiday, online applications must be submitted by the deadline and supporting materials will be accepted until the next business day following the application deadline.

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

Fall Semester:

Priority Deadline: February 15 (consideration for Graduate Research Assistantship – GRA- funding)
Regular Deadline: April 1
Late Deadline: June 1
Space Available Deadline: July 15 (for Graduate Certificate or Master's Programs in Public Policy and Public Administration only)

Spring Semester: October 1

Regular Deadline: October 1
Late Deadline: November 1

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

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. Please see the School website msw.gsu.edu/ 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 (B.S.W. 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 the M.S.W. 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 in Criminal Justice and Criminology, Economics, and Public Policy

Fall Semester

Criminal Justice & Criminology	January 15
Economics	January 15
Public Policy	January 1

2020.40 Application Procedures

Self-Managed Applications

The Andrew Young School of Policy Studies uses self-managed applications to its graduate programs. The application process begins with the completion of the online application: aysps.gsu.edu/admissions/. It is the applicant's responsibility to collect all required materials other than test scores and submit them online within the application.

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
Email: GradAYS@gsu.edu

To apply online, visit our website aysps.gsu.edu/admissions/. 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.)

**Committees may occasionally request additional materials for the purpose of clarification and credential review. You will be notified if additional materials are necessary to complete a thorough review of your application.

Transcripts

The Andrew Young School of Policy studies uses a completely online application process. All applicants must submit copies of transcripts online *from each post-secondary college/university attended by the deadline for all applications*.

Requirements for submitting copies of official transcripts for admissions review process:

- Submit **one copy of transcripts (online) from each post-secondary institution attended,** including community colleges, study abroad programs, and AP credit. If you received college level credit, a transcript should be submitted for review, regardless of length of time you attended, whether grades are listed, or where your final degree(s) were received.

- Submissions must be **copies of university transcripts** uploaded directly to your application in the *Transcripts* section of the application. Copies of the following are acceptable:
    - A hard-copy **(paper) official transcript that you scan** and upload.
    - Some universities issue electronic transcripts that you can save and upload.

- Copies of university transcripts must include:
    - One or more of the following features: registrar's seal, registrar's signature, or watermark of the institution.
    - Your name and the institution's name.
    - Degree and date conferred if from institutions granting a degree.
    - Your current term of study if you are currently enrolled in a degree program.
    - If the degree is listed on a separate diploma or degree certificate page, that will need to be uploaded as well.
    - All pages of transcript that are complete, legible, and with grades clearly listed.
    - Notarized translation with the original document if not in English.

- **International Credentials:**
    - International transcripts must be in English and include mark sheets and course listing with grades, degree certification, and the signature of the Registrar.
    - If the institution does not provide an English translation, a copy of a certified English translation must be attached at the end of the scanned copy of the original transcript.

- The **following documents are not accepted**. Uploading these documents will significantly delay the review of your application:
    - Self-printed academic histories
    - Web-based academic evaluations
    - Anything hand-written
    - Documents that are password-protected or contain macros
    - Unclear, illegible copies

Requirements for submitting copies of official transcripts for full admission:

Official (hardcopy or electronic) transcripts of all previous college work from each institution previously attended are required if an applicant is admitted into the Andrew Young School. Admission is contingent

upon submitting official transcripts from every post-secondary institution 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 to the address listed below.

An applicant who may have been granted admission pending completion of the undergraduate degree must file an official copy of a supplementary transcript showing the awarding of the degree as soon as it is available but at the latest by the first day of classes for the term admitted. International students must submit proof of degree earned.

If official transcripts have not been received by the first day of classes, a registration hold will be placed on students' account. This hold will prevent students from progressing beyond the first semester until all official transcripts have been received by the Office of Academic Assistance for the Andrew Young School.

Official electronic transcripts are electronically delivered official transcript sent securely from the issuing academic institution to our College email address at GradAYS@gsu.edu. Official hardcopy transcripts should be sent to our 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

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 to our institution code of 5251; candidate's copies will not be used.

Degree-specific test requirements are as follows:

Applicants for the following graduate and certificate programs must submit official scores of the aptitude section of the Graduate Record Examination (GRE) of the Educational Testing Service:

- Graduate Certificate in Disaster Management
- Graduate Certificate in Nonprofit Management & Social Enterprise
- Graduate Certificate in Planning & Economics Development
- Master of Science in Criminal Justice

- Master of Public Administration*
- Master of Public Policy
- Master of Social Work**
- Doctor of Philosophy in Economics
- Doctor of Philosophy in Criminal Justice and Criminology
- Doctor of Philosophy in Public Policy

*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 Master of Social Work – Advanced Standing program are not required to submit GRE scores.

International applicants whose native language is not English must provide official scores on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). 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 – institution code 5251. GRE scores may not be more than five years old at the desired semester of entry; TOEFL or IELTS 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 appropriate testing service:

GRE/ETS www.gre.org (have scores reported to code 5251)

TOEFL/ETS www.toefl.org (have scores reported to code 5251)

IELTS www.ielts.org

Letters of Recommendation

Letters of recommendation are required of applicants to all (M.A., M.P.A., M.P.A./J.D., M.S., M.P.P., M.S.W., and Ph.D.) programs with the exception of the graduate certificate programs. All letters should be submitted through the online application.

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 Ph.D. programs statement of professional and academic goals should contain fields of interest and how the program will contribute those goals.

Academic Writing Sample for Ph.D. 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. Academic writing samples are not required for application to any other graduate program in the Andrew Young School.

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, 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 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 health.gsu.edu/general-information/103-2/.

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 isss.gsu.edu/about/forms/. Questions about the requirement may be directed to International Student and Scholar Services (252 Sparks Hall, 404-413-2070).

Lawful Presence Requirement

The Board of Regents of the University System of Georgia requires that any student applying to Georgia State University will be required to provide verification of their lawful presence in the United States before admission to the university can be finalized. Specific information on this requirement is located at admissions.gsu.edu/how-do-i-apply/citizenship-verification-and-lawful-presence/.

Program-Specific Application Checklists

Graduate Certificate Programs

1. Online application.
2. Application fee of $50.
3. Copy of official transcript from each post-secondary institution attended.
4. Official scores on the GRE.
5. TOEFL or IELTS Academic scores (International applicants only)
6. Professional goals statement submitted online.

Master of Science in Criminal Justice

1. Online application.
2. Application fee of $50.
3. One official copy of transcript from each post-secondary institution attended.
4. Official scores on the GRE.
5. Three letters of recommendation submitted online.
6. Professional and academic goals statement submitted online.

Master of Arts in Economics

1. Online application.
2. Application fee of $50.
3. Copy of official transcript from each post-secondary institution attended.
4. Official scores on the GRE.
5. TOEFL or IELTS Academic scores (International applicants only)
6. Three letters of recommendation submitted online.
7. Professional goals statement submitted online.

Master of Public Administration

1. Online application.
2. Application fee of $50.
3. Copy of official transcript from each post-secondary institution attended.
4. Official scores on the GRE.
5. TOEFL or IELTS Academic scores (International applicants only)
6. Three letters of recommendation submitted online.
7. Professional goals statement submitted online.

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. The Andrew Young School will permit a law student to begin the joint degree program only if he or she has completed 40 or fewer hours of coursework. The College of Law will allow M.P.A. students to begin the joint program only if they have completed 20 or fewer hours of coursework.

1. Online application.
2. Application fee of $50.
3. Copy of official transcript from each post-secondary institution attended.

4. Official scores on the GRE or official LSAT* scores.
5. TOEFL or IELTS Academic scores (International applicants only)
6. Three letters of recommendation submitted online.
7. Professional goals statement submitted online.

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 College 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/admissions/.

*LSAT scores are only used for admission to the M.P.A. program if the applicant is also admitted to the College of Law. If the student is not admitted to the College 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. Copy of official transcript from each post-secondary institution attended.
4. Official scores on the GRE.
5. TOEFL or IELTS Academic scores (International applicants only)
6. Three letters of recommendation submitted online.
7. Professional goals statement submitted online.

Master of Social Work

1. Online Application.
2. Application fee of $50.
3. Copy of official transcript from each post-secondary institution attended.
4. Official scores on the GRE.
5. TOEFL or IELTS Academic scores (International applicants only)
6. Statement of Purpose submitted online.
7. Three letters of recommendation submitted online.

Doctor of Philosophy in Criminal Justice and Criminology

1. Online application.
2. Application fee of $50.
3. Copy of official transcript from each post-secondary institution attended.
4. Official scores on the GRE.
5. TOEFL or IELTS Academic scores (International applicants only)
6. Writing sample submitted online.
7. Three letters of recommendation submitted online.
8. Statement of professional and academic goals submitted online.

Doctor of Philosophy in Economics

1. Online application form.
2. Application fee of $50.
3. Copy of official transcript from each post-secondary institution attended.
4. Official scores on the GRE.
5. TOEFL or IELTS Academic scores (International applicants only)
6. Three letters of recommendation submitted online.
7. Biographical/Statement of interest submitted online.

Doctor of Philosophy in Public Policy

1. Online application form.
2. Application fee of $50.
3. Copy of official transcript from each post-secondary institution attended.
4. Official scores on the GRE.
5. TOEFL or IELTS Academic scores (International applicants only)
6. Three letters of recommendation submitted online.
7. Biographical/Statement of interest submitted online.

Non-degree Status

1. Online application.
2. Application fee of $50.
3. Copy of official transcript from each post-secondary institution attended.
4. Official scores on the GRE.
5. TOEFL or IELTS Academic scores (International applicants only)
6. Statement of purpose with list of courses applicant wishes to take in the Andrew Young School submitted online.

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 submitted online.

International Applicants are required to submit:

1. Official score on the TOEFL or IELTS 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 Admissions 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. Please see the Georgia State General Admissions statement in section 1100 of the Graduate Catalog.

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, quantitative and analytical writing 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 immunization requirements at Georgia State University.

At the discretion of the Graduate Admissions Committee, some applicants may be admitted to provisional status in the M.A. or M.S. 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 M.S.W. 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, not to exceed 6.0 hours of approved transfer credit. Students wishing to transfer are advised to contact the Director of Student and Community Services.

2020.60 Master's-Level Non-degree and Postgraduate Status Transient Students

The master's-level non-degree 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 non-degree 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 Non-degree Status: Non-degree 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 non-degree status.

Note: The School of Social Work does not accept graduate students in the non-degree 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. Students seeking postgraduate status must submit an application seeking non-degree status and submit all required materials for non-degree status.

Responsibilities/Continued Enrollment: Non-degree 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 non-degree or postgraduate status for two consecutive semesters as long as at least a 3.00 GPA is maintained. No more than six hours of coursework taken in non-degree or postgraduate status, however, may be subsequently applied toward a graduate degree of this school.

Non-degree 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 Non-degree 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: aysps.gsu.edu/admissions/instructions/.

Any credit earned while in non-degree 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 non-degree 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 submitted online.

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 allowed to register in 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. 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 or IELTS 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. Details can be found at isss.gsu.edu/.

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 copies of original documents with authoritative signatures, seals, stamps, or other verifications.

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 isss.gsu.edu/. 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 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).

Master's Students

Students interested in graduate assistantships can find the application form online at aysps.gsu.edu/student-resources/oaa/graduate-research-assistantship-information/. 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, students who are seeking a GRA or GTA will be informed in writing 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.

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 at 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 must reapply each semester of desired entry.

Applicants who are denied admission to a graduate program and wish to be reconsidered 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 must submit an online application and required supplemental materials for consideration to the desired program by the application deadline for the desired term of entry. Application materials already on file may be used to complete the application process. For further details, students may contact the Office of Academic Assistance.

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 Re-enter

Students who have not attended Georgia State University within one calendar year are required to complete an online Re-entry Application form obtained from the Office of Academic Assistance website: aysps.wufoo.com/forms/ays-graduate-reentry-application-form/.

Students who do not attend the semester for which re-entry was originally required must complete a new re-entry form for subsequent semesters.

All students who wish to reenter one of the graduate level programs or non-degree 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 re-entry 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 re-entry.

All students who are approved to re-enroll 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 re-entry 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 program and individual student each semester. A graduate student is considered full time if enrolled in nine semester hours; enrollment in less than nine hours is considered part-time status. For the M.S. Criminal Justice, the M.A. Economics, the M.P.P. and the M.P.A., enrolling in more than 9 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. For the M.S.W. program, full time students typically enroll in up to 12 hours. A full course of study for graduate students at Georgia State University is nine semester hours.

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: three years for certificate programs; 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 email accounts, and the internet 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).

Students who believe they lack either basic or advanced computing 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.

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/directed readings 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 three weeks in advance of registration for the semester they wish to take the course. A form for directed reading must be completed by the student and processed with all the appropriate approval signatures to be considered for authorization to register for an independent studies/directed readings 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: registrar.gsu.edu/graduation/. A letter certifying completion of degree requirements and stating the date the degree will be conferred can be furnished to the student by the Office of Academic Assistance.

2030.75 Grade Requirements for Graduation

A cumulative GPA of 3.00 or higher is required for graduation in all attempts of graduate courses taken while a student at Georgia State University. No grade of C- or below 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 credit hours of coursework with a grade of C or C+ may be counted toward the degree. For a doctoral student, no more than six credit hours of coursework with a grade of C or C+ may be counted toward the degree. A grade of C- or below will not count towards degree requirements. Students can repeat a course 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 participate in a particular master's degree program 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 any 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, as a non-degree seeking student, or as a transient student of the school must maintain a cumulative 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 another degree program. Therefore, a student who wishes to take a course for personal enrichment or for other purposes not related to the pursuit of the graduate degree should audit the course.

The GPA calculation on the university transcript includes all attempts of all graduate courses taken at Georgia State University. This means that for a student who has previously taken graduate courses, the cumulative 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 University of 3.0 or higher.

Questions about the 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. See Section 1100 of the Graduate Catalog for University level appeals of admission decisions.

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 enrollment.gsu.edu/assistance/ 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 within the M.P.A., M.P.P., or PMAP Graduate Certificate programs may complete a petition form. This form is available online at aysps.gsu.edu/student-resources/oaa/student-forms/.

A master's student within the M.S. Criminal Justice or M.A. Economics programs must submit an updated and approved Program of Study form for any changes to their curriculum.

M.S.W. students wishing to substitute a Social Work elective must submit a petition. This form is available online at aysps.gsu.edu/student-resources/oaa/student-forms/.

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 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.

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 M.S. degree program's focus of study includes the justice system as well as the nature, causes, and control of criminal behavior. The requirements of the program 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.

Student learning is enhanced as members of the faculty bring 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; mental health; 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.

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. Provide an integrated view of crime and criminal justice systems and processes and how the components interact and intersect to provide coordinated justice administration.

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.

A grade lower than a B- in more than one required course 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.

For a master's student, no more than three semester hours of coursework with a grade of C or C+ may be counted toward the degree. A grade of C- or below will not 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. Please refer to section 2030.75, Graduate Requirements for Graduation, in the Andrew Young School of Policy Studies' section of the Graduate Catalog.

Degree Requirements for the Master of Science in Criminal Justice Program

The master's degree program in criminal justice (M.S. program) requires completion of 36 credit hours based on the approved Program of Study plan, 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. See the section "Program of Study for the M.S. Degree" further below for details about completing your Program of Study plan.

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 a strong background 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 Director of Graduate Studies through an approved Program of Study (described below). 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 offered by the Department of Public Management and Policy.

Students interested in completing an internship (CRJU 6940) with a criminal justice agency or related organization for professional development and growth must obtain approval from the Director of Graduate Studies the semester prior to the intended internship placement. Internship credit requires the completion of 180 hours of field work. As part of the internship approval process, students are required to submit an agenda to the Director of Graduate Studies specifying (i) the placement agency/organization and contact person, (ii) the student's expected roles, tasks, and responsibilities, and (iii) a description of the final course paper or project. Interested students are encouraged to seek internship information and opportunities from University Career Services (career.gsu.edu/home-2/co-op-internships/) and AYSPS career resources (career.aysps.gsu.edu/current-students/).

Capstone Experience

The capstone experience functions as an integrative experience and provides students with a choice of activities designed to enhance their knowledge of criminal justice and the research process 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 latter part of their degree program. All students will complete either a thesis or capstone seminar for their capstone experience:

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 committee. The thesis must represent high standards of scholarly inquiry, technical mastery, and literary skill. It should be a contribution to the student's area of study and should reflect the student's independent efforts with guidance from the thesis committee. A thesis track student must take 15 credit hours of elective courses and a minimum of 6 continuous hours of thesis credit. Students may not register for thesis credit unless all other required courses have been completed successfully. See "Program Academic Regulations" above for minimum grade requirements.

Initiating a Thesis. The decision to write a thesis is made by the student in consultation with and approved by the department's Director of Graduate Studies (DGS). Students considering a thesis must first meet with the DGS before the end of the first year (or prior to the completion of 18 credit hours) to learn more about the expectations and requirements of the thesis. Before approval is given, the student must demonstrate that a tenured or tenure-track faculty member of the Department of Criminal Justice and Criminology is willing to chair the thesis committee. If approved to pursue a thesis, the student should follow these steps:

1. Choose a thesis topic and develop a brief statement of the research problem with the assistance of the thesis committee chair.
2. In consultation with the committee chair, identify at least two additional departmental committee members who are willing to serve and have appropriate academic preparation and/or experience relative to the thesis topic. Faculty from other institutions or a criminal justice agency may serve on the committee with prior approval.
3. Complete and submit the department's thesis application and committee appointment forms to the DGS for final approval.
4. Obtain authorization from the Department's Administrative Specialist for Graduate Programs to register for thesis credit hours.

Thesis Proposal and Proposal Defense. The proposal consists of the introduction, review of the literature, methods and procedures, and references. Students must submit the proposal to the committee two weeks prior to the proposal defense. The format of the defense is committee-driven, but typically entails the student presenting the proposal in front of the committee followed by Q&A. Following a successful defense and pending requested revisions, the student must obtain approval from the university Institutional Review Board (IRB) for projects involving research with human subjects before any data collection or analysis can begin.

Grades. The chair of the thesis committee will submit a grade of either IP or U for the student enrolled in CRJU 8990 until the semester in which the thesis is defended and completed. A grade of IP indicates that the student did not complete the thesis during the semester, but was making satisfactory progress. A grade

of U indicates that progress was unsatisfactory. At the end of the semester during which the thesis is defended and completed, the chair of the thesis committee will submit a grade of S or U. A grade of S indicates that the thesis was successfully completed and defended. A grade of U indicates that the thesis was not successfully defended or was not successfully completed following a successful defense. A student receiving a grade of U must petition for permission to register for additional thesis credits. Such permission is not automatic, but depends upon the thesis committee chair's determination that the student can complete the thesis satisfactorily in the succeeding semester. The grades of IP or U assigned to thesis work prior to the completion of the thesis will remain on the student's record.

Final Defense of the Thesis. Every student who completes a thesis is subject to a final oral examination or defense. The student may only schedule the final thesis defense when all other degree requirements have been satisfied. Prior to scheduling the defense, the student must submit a final draft of the thesis to all members of the committee, who will determine the feasibility of a final defense. The thesis committee must receive and approve the final draft of the thesis prior to the scheduling of the final defense. The student and thesis committee must agree upon the date, time, and place of the final thesis defense, which must occur prior to the final two weeks of scheduled classes for the semester of anticipated graduation. With the committee's approval, the student must announce the date, time, and place for the final thesis defense at least two weeks prior to the date of the defense. No fewer than three members of the student's thesis committee must attend the thesis defense. The defense will be open to all faculty members and the general public. Approval of the thesis requires a majority favorable vote by the thesis committee. Should an attempt be unsuccessful, the thesis committee has the prerogative for how to proceed, including the latitude to recommend additional requirements or the student's termination from the program. The student is allowed two attempts to successfully defend the thesis. Immediately following the thesis defense, the committee chairperson should report the results to the AYSPS Office of Academic Assistance.

Thesis Formatting and Style. The thesis must comply with current AYSPS format, style, and procedural instructions available here: aysps.gsu.edu/oaa/thesis-guidelines/.

Submission, Reproduction, and Publication of the Electronic Thesis. To be cleared for graduation, the thesis format must be approved by the Office of Academic Assistance and electronically submitted through the Georgia State University Library. See aysps.gsu.edu/oaa/thesis-guidelines/ for additional instructions.

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 combined 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 or 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. Criminal Justice Degree Program

The M.S. degree program in Criminal Justice offers an area of specialization track to provide M.S. CJ

students with an in-depth exposure to concepts and practices within public administration. The courses in the Public Administration (PA) track are offered by the Department of Public 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 M.S. CJ student's 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. CJ curriculum. Thus, M.S. CJ students in the PA Track enroll in 12 hours of PMAP courses, and six hours of CJ elective courses.

1. **Required Courses (6):**
    - PMAP 8141 Microeconomics for Public Policy (3)
    - PMAP 8431 Leadership and Organizational Behavior (3)
2. **Elective Courses (6)** – 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 M.S. CJ 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 Director of Graduate Studies to substitute other courses to meet the requirements of the PA track.

Program of Study for the M.S. Criminal Justice Degree

A program of study plan must be completed by the student in consultation with and approved by the department's Director of Graduate Studies. 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 approved by the Director of Graduate Studies and submitted to the Office of Academic Assistance 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 from the Department.

2050.20 Master of Arts in Economics

- **Important Note:** 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 the graduate 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 option and non-thesis option. 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 for the Master of Arts in Economics Program

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

Program of Study for the M.A. Economics Degree

A program of study plan must be completed by the student in consultation with and approved by the department's Faculty Program Director. 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 approved by the department's Faculty Program Director and submitted to Office of Academic Assistance by the end of the first year or after eighteen (18) semester hours of coursework have been completed. The Program of Study form for the Thesis Track, Non-thesis Track, and Policy Track are available at: economics.gsu.edu/programs/graduate/master-of-arts/.

Thesis Option

To receive the M.A. Economics degree with the completion of a thesis paper, 33 hours of graduate coursework as approved by the Faculty Program Director through a signed Program of Study plan (described above) and a thesis must be completed.

1. **Required courses (9):**
    - ECON 8100 Applied Microeconomic Analysis
    - ECON 8110 Macroeconomic Analysis
    - Choose one of the following two courses: ECON 8740 Applied Statistics and Econometrics OR MATH 6751 Mathematical Statistics I
2. **Research skill requirement (3)** – select one of the following:
    - ECON 8840 Applied Statistics and Econometrics II
    - MATH 6752 Mathematical Statistics II
    - A course chosen in consultation with the Faculty Program Director
3. **Elective Fields (6)** – a minimum of two courses in one of the following areas must be completed:
    - Environmental, Urban, and Regional Economics (EURE)
    - Experimental Economics
    - International Economics
    - Labor Economics
    - Public Finance
    - Program Evaluation

    The list of courses available for each of these fields is provided below. The list is not exhaustive as in many cases there may be several different courses that could satisfy the field requirement. Students should consult and obtain approval for the courses that will constitute their field from the Faculty Program Director as part of the Program of Study plan.

    a. EURE :
        - ECON 8300 Urban Economics
        - ECON 8320 Environmental & Natural Resource Economics and Theory
        - Other related courses with approval from the Faculty Program Director
    b. Experimental Economics:
        - ECON 8230 Experimental Economics
        - Other related courses with approval from the Faculty Program Director
    c. International Economics:
        - ECON 8470 International Public Economics
        - ECON 8600 Economics of Development
        - ECON 8850 International Trade
        - ECON 8860 Economics of Global Finance

        - Other related courses with approval from the Faculty Program Director
    d. Labor Economics:
        - ECON 8220 Human Resources and Labor Markets
        - ECON 8210 Health Economics and Policy
        - ECON 8899 Causal Inference and Evidence Based Policy
        - ECON 8310 Economics of Educational Policy
        - Other related courses with approval from the Faculty Program Director
    e. Public Finance:
        - ECON 8080 Economics of the Public Sector
        - ECON 8450 Issues in Public Programs and Tax Policy
        - ECON 8460 Economics of the State and Local Public Sector
        - ECON 8470 International Public Economics
        - Other related courses with approval from the Faculty Program Director
    f. Program Evaluation:
        - ECON 8899 Causal Inference and Evidence Based Policy
        - PMAP 8521 Evaluation Research
        - ECON 8310 Economics of Educational Policy
        - Other related courses with approval from the Faculty Program Director
4. **Choose four economic courses chosen in consultation with the Faculty Program Director and approved on your Program of Study (12).**
5. **Thesis Paper (3):**
    - ECON 8990 Thesis Research (3)
    - Thesis – The thesis is directed by a three-member faculty committee and requires unanimous approval of this committee and the department's Faculty Program Director. 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.

Non-thesis Option

To receive the M.A. Economics degree with the completion of a non-thesis paper, 33 hours of graduate coursework as approved by the Faculty Program Director through an approved Program of Study plan (described above) and a non-thesis paper must be completed.

1. **Required courses (9):**
    - ECON 8100 Applied Microeconomic Analysis
    - ECON 8110 Macroeconomic Analysis
    - Choose one of the following two courses: ECON 8740 Applied Statistics and Econometrics OR MATH 6751 Mathematical Statistics I
2. **Research skill requirement (3)** – select one of the following:
    - ECON 8840 Applied Statistics and Econometrics II
    - MATH 6752 Mathematical Statistics II
    - A course chosen in consultation with the Faculty Program Director
3. **Elective Fields (6)** – a minimum of two courses in one of the following areas must be completed:

- Environmental, Urban, and Regional Economics (EURE)
- Experimental Economics
- International Economics
- Labor Economics
- Public Finance
- Program Evaluation

The list of courses available for each of these fields is provided below. The list is not exhaustive as in many cases there may be several different courses that could satisfy the field requirement. Students should consult and obtain approval for the courses that will constitute their field from the Faculty Program Director as part of the Program of Study plan.

a. EURE :
   - ECON 8300 Urban Economics
   - ECON 8320 Environmental & Natural Resource Economics and Theory
   - Other related courses with approval from the Faculty Program Director

b. Experimental Economics:
   - ECON 8230 Experimental Economics
   - Other related courses with approval from the Faculty Program Director

c. International Economics:
   - ECON 8470 International Public Economics
   - ECON 8600 Economics of Development
   - ECON 8850 International Trade
   - ECON 8860 Economics of Global Finance
   - Other related courses with approval from the Faculty Program Director

d. Labor Economics:
   - ECON 8220 Human Resources and Labor Markets
   - ECON 8210 Health Economics and Policy
   - ECON 8899 Causal Inference and Evidence Based Policy
   - ECON 8310 Economics of Educational Policy
   - Other related courses with approval from the Faculty Program Director

e. Public Finance:
   - ECON 8080 Economics of the Public Sector
   - ECON 8450 Issues in Public Programs and Tax Policy
   - ECON 8460 Economics of the State and Local Public Sector
   - ECON 8470 International Public Economics
   - Other related courses with approval from the Faculty Program Director

f. Program Evaluation:
   - ECON 8899 Causal Inference and Evidence Based Policy
   - PMAP 8521 Evaluation Research
   - ECON 8310 Economics of Educational Policy
   - Other related courses with approval from the Faculty Program Director

4. **Choose five economic courses chosen in consultation with the Faculty Program Director and approved on your Program of Study (15)**
5. **Non-thesis Paper:** A high-quality paper, approved by the student's major professor and the department's Faculty Program Director, demonstrating that the student has the ability to examine an economic problem at a level consistent with advanced graduate coursework.

Dual Degree BS/BA in Economics and BA in IEML with MA in Economics

The department offers a dual degree combining the BS/BA in Economics and BA in IEML with the MA in Economics. The dual degree opportunity enables qualified students to enroll in graduate courses late in their undergraduate program and apply the coursework toward both the bachelor's and master's programs.

Students must be formally accepted into the dual degree program by the department and by AYSPS to be able to take graduate courses as an undergraduate. Additionally, acceptance into the dual program does not constitute admission to the master's program. Students must fulfill regular graduate admissions requirements and apply for the master's program following college processes.

Information about the dual program, including application instructions and program requirements, can be found in the undergraduate catalog.

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

Program of Study for the M.A. Economics – Policy Track Degree
A program of study plan must be completed by the student in consultation with and approved by the department's Faculty Program Director. 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 nonthesis option. The Program of Study must be approved by the department's Faculty Program Director and submitted to Office of Academic Assistance by the end of the first year or after eighteen (18) semester hours of coursework have been completed. The Program of Study form for the Thesis Track, Nonthesis Track, and Policy Track are available at: http://aysps.gsu.edu/economics/master-arts-economics.

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 additional course: ECON 8740 Applied Statistics and Econometrics OR Econometrics course in consultation with the Faculty Program Director
2. **Designated Elective Courses (18):** These courses provide coverage in additional areas of economic policy concern. Eighteen credit hours (six elective courses) selected from the courses listed below are required. The student's Faculty Program Director 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. **Elective Fields (6)** – A minimum of two courses in one of the following areas must be completed:
    - Environmental, Urban, and Regional Economics (EURE)
    - Experimental Economics
    - International Economics
    - Labor Economics
    - Public Finance
    - Program Evaluation

    The list of courses available for each of these fields is provided below. The list is not exhaustive as in many cases there may be several different courses that could satisfy the field requirement. Students should consult and obtain approval for the courses that will constitute their field from the Faculty Program Director as part of the Program of Study plan.

    a. EURE :
        - ECON 8300 Urban Economics
        - ECON 8320 Environmental & Natural Resource Economics and Theory
        - Other related courses with approval from the Faculty Program Director
    b. Experimental Economics:
        - ECON 8230 Experimental Economics
        - Other related courses with approval from the Faculty Program Director
    c. International Economics:

- ECON 8470 International Public Economics
- ECON 8600 Economics of Development
- ECON 8850 International Trade
- ECON 8860 Economics of Global Finance
- Other related courses with approval from the Faculty Program Director

d. Labor Economics:
- ECON 8220 Human Resources and Labor Markets
- ECON 8210 Health Economics and Policy
- ECON 8899 Causal Inference and Evidence Based Policy
- ECON 8310 Economics of Educational Policy

e. Public Finance:
- ECON 8080 Economics of the Public Sector
- ECON 8450 Issues in Public Programs and Tax Policy
- ECON 8460 Economics of the State and Local Public Sector
- ECON 8470 International Public Economics
- Other related courses with approval from the Faculty Program Director

f. Program Evaluation:
- ECON 8899 Causal Inference and Evidence Based Policy
- PMAP 8521 Evaluation Research
- ECON 8310 Economics of Educational Policy
- Other related courses with approval from the Faculty Program Director

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

2050.40 Master of Public Administration

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The Master of Public Administration (M.P.A.) degree is the preferred professional graduate degree for those wishing to enter or advance in careers at all levels of government. It is also an appropriate degree for management of nonprofit agencies and professional associations. The M.P.A. is a broad-based, interdisciplinary program designed to prepare graduates for leadership positions as managers, analysts and policy specialists in government and nonprofit organizations. In addition to the high-quality, generalist core curriculum, the program offers opportunities to develop specialized knowledge and skills in such areas as public management, public budgeting and finance, and public policy analysis and evaluation.

Public administration, the art and science of effectively managing the public's business, contributes to the health, prosperity and security of every country. The actions of public administrators influence and improve our lives in innumerable ways. One out of every six persons in the U.S. work force is employed by government, and government spending accounts for almost a third of the gross national product. In addition, those who do not work in government increasingly work with government as a consequence of increasing interaction between the public and private sectors, the growth of nonprofit organizations, and the blurring of lines between the sectors, 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 decision making. The "information revolution" and the boom in computer-assisted management systems also challenge the way in which organizations do business. Meeting these challenges requires greater sophistication and skill from professional public administrators.

A Top Ranked Program: The Andrew Young School of Policy Studies (AYSPS) is nationally recognized as having one of the elite programs in the field of public policy and management. The *U.S. News and World Report's* "2013 Edition America's Best Graduate Schools" ranked the AYSPS program 23rd overall among 269 public affairs schools in the United States, and in the top 12 programs in public finance and budgeting, nonprofit management, and city management and urban policy. The school's many research centers and community outreach efforts provide opportunities to enhance students' education, as well as often opening doors to attractive jobs.

The AYSPS M.P.A. program, the school's flagship program in public policy and management, is designed for a diverse student body, as is appropriate for a multicultural city such as Atlanta. It is tailored to meet the needs of both in-service and pre-service students, with classes scheduled principally in the late afternoon and evening. The curriculum provides a two-year course of study including a common core curriculum focused on developing skills in such areas as planning, policy development and implementation, leadership, organizational behavior, 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 management and finance, nonprofit management, planning and economic development, policy analysis and evaluation, criminal justice, and public health.

Students have the option to develop an individualized specialization, such as disaster management, in consultation with the Faculty Program Director.

Students may also apply for the joint Master of Public Administration and Juris Doctor degree program offered in collaboration with the College of Law. See section 2050.50 of this graduate catalog for details about the M.P.A./J.D. program.

Degree Requirements

The M.P.A. degree requires 39 hours of graduate coursework, comprised of 24 credit hours of required courses, 12 credit hours in a concentration, and 3 credit hours of internship or practicum.

1. **Required Core Courses (24):**
    - PMAP 8111 Public Service and Democracy (Note: Nonprofit Management concentration students must take PMAP 8210, Introduction to the Nonprofit 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):**
   - Each student must develop special competence by completing 12 hours in one of 6 concentrations listed below. Students must formally declare the concentration they wish to complete prior to registering for their first elective course.
   - Students also have the option of developing an individualized concentration in consultation with the Faculty Program Director. Approval of individual concentrations is required. Students must complete the online graduate petition form found here to request approval from the department: aysps.wufoo.com/forms/graduate-petition/.

Management and Finance Concentration:
The management and finance concentration prepares students for careers in what has traditionally been called the public service. Where this once meant a government job, today's public service is far more dynamic. Graduates may find themselves working for a government and interacting regularly with private companies, consultants, and nonprofit organizations; or, they might work outside government in organizations that also pursue public goals. While management and finance graduates often work as analysts, this track is best suited for students who see themselves eventually in roles that involve leadership and management. The coursework has an analytical, problem-solving orientation, and focuses on the effective management of people, programs, resources, and information in complex environments. This concentration concludes with a capstone experience requiring the application of classroom knowledge to a challenging problem or issue facing a government or nonprofit organization.

a. Required courses (9):
   - PMAP 8501 Managing Public Money
   - PMAP 8521 Evaluation Research: Design and Practice
   - PMAP 8900 Public Service Capstone

b. Concentration Electives (3) – select one course from the following:
   - PMAP 8223 Nonprofit Human Resources
   - PMAP 8311 Urban Demography and Analysis
   - PMAP 8321 Economic Development, Policy and Planning
   - PMAP 8351 Local Government Management
   - PMAP 8505 Local Government Debt Issuance and Administration
   - PMAP 8899 Causal Inference and Evidence-based Policy
   - 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 their careers to gain the skills needed to become effective professionals.

a. Required courses (6):
   - PMAP 8213 Nonprofit Financial Resources

- PMAP 8223 Nonprofit Human Resources

b. Concentration Electives (6) – select two courses from the following:
   - PMAP 8010 Social Policy
   - PMAP 8111 Public Service and Democracy
   - PMAP 8161 Public Budgeting and Finance
   - PMAP 8201 International NGOs
   - PMAP 8232 Social Enterprise
   - PMAP 8251 Grant Writing and Management
   - PMAP 8900 Public Service Capstone
   - MBA 8145, OR MK 8200, OR MK 8210

Urban Planning and Development Concentration:
This program of study prepares students to be better decision makers on urban planning and public administration 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 prepares students for jobs responsible for administration in the public sector, providing analyses on policy alternatives, and advocating change and improvement within organizations and society. Students are exposed to materials drawn from planning, public finance, law, and other social science literature, and to a critical view of current administrative practice. They are introduced to the history and professional culture of public administration and to the skills required to perform a systematic approach to problem solving, and they learn about data sources and how to use them appropriately.

a. Required courses (9):
   - PMAP 8021 Scope and Theory of Planning
   - PMAP 8321 Economic Development, Policy and Planning
   - PMAP 8561 GIS Applications

b. Concentration Electives (3) – select one course from the following:
   - PMAP 8311 Urban Demography and Analysis
   - PMAP 8331 Urban Development and Sustainable Cities
   - PMAP 8351 Local Government and Management
   - PMAP 8900 Public Service Capstone
   - ECON 8300 Urban Economics

A graduate certificate in planning and economic development is also available, as described in section 2060.30 of this graduate catalog.

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 for assessing public programs and analyzing policy alternatives. This track also affords students practical research experience in applying these skills.

a. Required courses (6):
   - PMAP 8521 Evaluation Research: Design and Practice
   - PMAP 8531 Policy Analysis

b. Concentration Electives (6) – select two courses from the following:

- PMAP 8010 Social Policy
- PMAP 8011 Politics and Policy
- PMAP 8311 Urban Demography and Analysis
- PMAP 8561 GIS Applications
- PMAP 8899 Causal Inference and Evidence-based Policy
- PMAP 8900 Public Service Capstone
- ECON 8740 Applied Statistics and Econometrics

Public Health Management Concentration:
This concentration is designed for M.P.A. students with career goals in health management and leadership in the public or nonprofit sectors. It introduces students to management concepts as they are applied to healthcare systems. Students learn skills in planning, financing, implementing, evaluating and maintaining health programs. Graduates may find positions in institutions that deliver health care, government and non-governmental agencies that deliver public health services, organizations that fund health sector programs or pay for healthcare as well as entities providing goods and/or services to support the healthcare and public health delivery systems.

a. Required Courses (9):
    - HA 8160 or PH 7160 – Health Care System
    - HA 8250 or PH 7250 or ECON 8210 – Health Care Economics and Financing
    - SOCI 9230 (Sociology of Health and Illness) or PH 7011 (Epidemiology) or PH 7140 (Social and Behavioral Aspects of Public Health)
b. Concentration Electives (3) – select one course from the following:
    - PMAP 8251 Grant Writing and Management
    - PMAP 8232 Social Innovation and Enterprise
    - PMAP 8900 Public Service Capstone
    - PH 7130 Leadership and Public Health
    - PH 7012 Health Program Planning, Implementation, and Evaluation
    - HA 8450 The Legal Environment of Health Care
    - HA 8670 Health Information Systems
    - HA 8700 Health Services Research and Evaluation Methods
    - HA 8190 Health Policy and Ethics

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.

a. Required courses (6):
    - CRJU 7010 Crime & the Criminal Justice System and/or
    - CRJU 8050 Criminological Theory and/or
    - CRJU 8710 Legal Aspects of Criminal Justice
b. Concentration Electives (6) – select two courses 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
- PMAP 8900 Public Service Capstone

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

3. **Internship or Practicum (3):**
   a. PMAP 8941 Internship:
      - Internships provide students the opportunity to apply concepts and skills gained from their graduate curriculum and are required for all M.P.A. students who lack significant prior administrative experience in a public or nonprofit agency or a related organization. The department's faculty internship coordinators assist in the search for an appropriate internship opportunity, but students are expected to take the lead. An internship requires enrollment in three hours of PMAP 8941 and the completion of 300 hours of work in the intern position. 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 unpaid internships can also be very rewarding. 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/pmap-internship/. Students with substantial prior administrative experience may petition to waive the internship requirement by completing the online Graduate Internship Waiver Petition form: aysps.wufoo.com/forms/graduate-internship-waiver-petition/.
   b. PMAP 8981 Practicum:
      - MPA students have the option to conduct a practicum—an applied research project in a work setting—in lieu of an internship. The practicum option is designed principally for working students who do not qualify for an internship waiver. In a practicum, the student plans and conducts a research project in their employing agency in consultation with a PMAP faculty supervisor and a supervisor at the employing agency. The project should involve application of material learned in the MPA curriculum, and should result in a substantial combined final report and term paper. The student receives three credits upon successful completion of PMAP 8981. Pursuit of the practicum option requires prior approval of a faculty supervisor and the Director of PMAP Master's Programs. Any student who might be interested in a practicum should review the Practicum Proposal Guidelines.

2050.50 Master of Public Administration/Juris Doctor

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The College of Law and the Andrew Young School of Policy Studies offer a joint Master of Public Administration/Juris Doctor degree. This joint program provides an opportunity to pursue studies in law and public affairs and public management concurrently. Students in the joint program use credit hours earned in one program to satisfy some or all of the elective course requirements for the other program, thus earning both degrees one to two terms earlier than would be required to earn each separately.

A joint M.P.A./J.D. enhances the employment opportunities for graduates of both programs by preparing students to meet the growing demands for lawyers with expertise in public management and for public administrators with legal expertise. Many recent law graduates are employed directly by government agencies, and others are employed by private and nonprofit sector organizations concerned with issues of public policy and public administration. Training in public administration is valuable to law graduates who seek this kind of employment. The field of public administration is also changing, with greater emphasis now on administrative law in M.P.A. curricula and greater attention to legal requirements in the training of public managers.

This joint degree is especially valuable to Georgia State University graduates, given the university's location in downtown Atlanta and proximity to numerous federal, state, and local government agencies and to other private and nonprofit organizations with broad public affairs interests. The credibility of the joint degree nationally is evident through the many elite institutions that currently offer comparable programs.

Applicants must be separately admitted to both the J.D. and M.P.A. programs and must request admission to the joint program. The Andrew Young School will permit a law student to begin the joint degree program only if he or she has completed 40 or fewer hours of coursework. The College of Law will allow M.P.A. students to begin the joint program only if they have completely 20 or fewer hours of coursework.

For information about applying into the M.P.A./J.D. program, see section 2020.40 Application Procedures within this graduate catalog. To apply to the College of Law, go to law.gsu.edu/admissions/.

Degree Requirements

The M.P.A./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 (21):**
    - 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 (15):** 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 15 semester hours of approved 8000-level M.P.A. coursework with grades of "B" or better, and the

M.P.A. program accepts up to 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 or Practicum (3):**
    a. PMAP 8941 Internship:
        - An internship is required of M.P.A./J.D. students who do not have significant prior administrative experience in a public or nonprofit agency or related organization. The internship is expected to provide the student with an opportunity to apply concepts and skills associated with their M.P.A. curriculum. This opportunity for professional growth and development requires enrollment in three hours of PMAP 8941. Students in the joint M.P.A./J.D. program can fulfill this requirement through internships in legal affairs and administrative law offices and law firms. Students who are taking an externship through the College of Law may be able to use that work experience to fulfill the requirements of the M.P.A. internship. That option should be discussed with the M.P.A./J.D. Faculty Program Director and the M.P.A. faculty internship coordinators prior to beginning the externship.Students with substantial prior administrative experience may petition to waive the internship requirement by completing this online Graduate Internship Waiver Petition form: aysps.wufoo.com/forms/graduate-internship-waiver-petition/.
    b. PMAP 8981 Practicum:
        - M.P.A./J.D. students have the option to conduct a practicum—an applied research project in a work setting—in lieu of an internship. The practicum option is designed principally for working students who do not qualify for an internship waiver. In a practicum, the student plans and conducts a research project in their employing agency in consultation with a PMAP faculty supervisor and a supervisor at the employing agency. The project should involve application of material learned in the MPA curriculum, and should result in a substantial combined final report and term paper. The student receives three credits upon successful completion PMAP 8981. Pursuit of the practicum option requires prior approval of a faculty supervisor and the Director of PMAP Master's Programs. Any student who might be interested in a practicum should review the Practicum Proposal Guidelines.

2050.60 Master of Public Policy

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The Master of Public Policy (M.P.P.) is an interdisciplinary degree program designed to prepare students for work in the analysis, development, and evaluation of public policies. 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 on a broad range of critical issues, including health, education, economic development, the environment, global affairs, nonprofit policy and public finance.

Decision-makers often lack the knowledge and skills needed to interpret the full social, political, economic, and technical dimensions of the policy issues they face. In response, state and local governments, business, and federal agencies have turned to trained policy analysts for assistance in assessing policy options and in evaluating public programs. The same is true for nonprofit agencies, such as hospitals, schools, and regional planning organizations.

Graduates of the M.P.P. program typically work in analytical and leadership positions in a wide array of governmental, public service, private sector, consulting, and nonprofit organizations. Metropolitan Atlanta serves as a laboratory for students, who are encouraged to undertake field instruction and action research with public, private, and nonprofit agencies in the Atlanta area. Opportunities are also available through the various research centers and community outreach efforts of the Andrew Young School. These opportunities enhance the education students receive and often open doors to attractive jobs.

Degree Requirements

The curriculum is a two-year course of study of 39 hours of graduate coursework, comprised of 21 credit hours of required core courses, 3-6 credit hours of coursework in analytical and financial methods, and 12-15 credit hours in a defined concentration or an individualized concentration that must be approved by the program director.

1. **Required Core Courses (21):**
    - PMAP 8011 Politics and Policy
    - PMAP 8010 Social Policy or GLOS 6400 International Governance and Policy (Global Policy concentration students)
    - PMAP 8121 Applied Research Methods and Statistics I
    - PMAP 8131 Applied Research Methods and Statistics II
    - PMAP 8141 Microeconomics for Public Policy
    - PMAP 8531 Policy Analysis
    - PMAP 8900 Public Service Capstone

*Students may substitute ECON 8100 for PMAP 8141 if they plan to take ECON 8110, ECON 8180, or ECON 8740 in the analytical sequence.

**Students may substitute PMAP 8991 for PMAP 8900 if they plan to write a thesis. Thesis guidelines follow information about degree concentration options.

2. **Analytical or Financial Methods Elective(s) (3-6):**
    - PMAP 8161 Public Budgeting and Finance or PMAP 8261 Nonprofit Financial Management
    - PMAP 8521 Evaluation Research: Design and Practice
    - PMAP 8561 GIS Applications
    - ECON 8110 Macroeconomic Analysis
    - ECON 8180 Applied Economic Analysis
    - ECON 8740 Applied Statistics and Econometrics
    - PH 7345 Introduction to Risk Assessment
    - PH 7522 Qualitative Research or SOCI 8342 Qualitative Methods in Sociology

3. **Concentration Courses (12-15):**
    - Every student also chooses a concentration from one of the following approved options: Education Policy, Environmental Policy, Global Policy, Health Policy, Nonprofit Policy, Public Finance Policy, Social Policy, and Urban Planning and Policy. Concentrations are described below.
    - Students also have the option of developing an individualized concentration in consultation with the Master's Faculty Program Director. Approval of individual concentrations is required. Students must complete the online graduate petition found here: https://aysps.wufoo.com/forms/zjvgj2a1m6jds8/ to request approval from the department.

Education Policy:

This concentration prepares students to analyze and evaluate policies that influence educational outcomes. Governments around the world struggle with how to equitably, efficiently, and adequately educate their populations for the common good. Graduates with this concentration will be equipped with the theoretical concepts, analytical skills, and empirical knowledge necessary to analyze the effects of education policies to inform policy development and decision. This degree prepares students for positions in local and higher education agencies, think tanks, and consulting firms.

1. Required Course (3):
    - ECON 8310 Economics of Educational Policy
2. Elective Courses (9-12) – select three or four courses from the following:
    - EPEL 7330 Law, Policy and Governance
    - EPSF 8320 Politics and Policy in Education
    - EPSF 8330 Globalization and Education Policy
    - EPSF 8630 Critical Policy Studies
    - [SOC 8380] Sociology of Education
    - PMAP 8941 Internship

Environmental Policy:

The environmental policy concentration prepares students for work on environmental issues in the public, nonprofit, and private sectors. Course work explores contemporary issues in the areas of air, water, climate, and other aspects of the environment. Students also examine how these issues might be better addressed through public policy as well as through the efforts of leaders in the various sectors. The concentration prepares students for work as environmental analysts and advocates and in other aspects of environmental affairs.

1. Required Course (3):
    - PH 7150 Introduction to Environmental Health
2. Elective Courses (9-12) – select three or four courses from the following:
    - PH 7155 Air Quality and the Environment
    - PH 7340 Built Environment and Health
    - PH 7345 Introduction to Risk Assessment
    - GEOS 6644 Environmental Conservation
    - GEOS 6784 Climatic Change
    - PMAP 8331 Urban Development and Sustainable Cities

- PMAP 8561 GIS Applications
- PMAP 8941 Internship
- ECON 8320 Environmental and Resource Economics & Theory

Global Policy:

This concentration prepares students to plan, implement, and evaluate policies to address global, international and transnational issues, or that are applied in international contexts. Graduates will be equipped with the theoretical concepts, analytical skills and empirical knowledge necessary to produce and analyze evidence to inform policy development and decision making on these issues. This degree prepares students for positions in local, state and national government; international organizations; international development and humanitarian aid; academic institutions, think tanks, and consulting firms.

1. Concentration Electives (12-15)– select four or five courses from the following:
    - GLOS 6210 Global Issues Social Psychology
    - GLOS 6211 Psychology of Terrorism
    - GLOS 6215 Politics of Peace
    - GLOS 6400 International Govern & Policy
    - GLOS 6450 American Foreign Policy
    - GLOS 6650 Special Topics Global Studies
    - GLOS 6761 Directed Study
    - GLOS 8211 Psychology of Terrorism
    - GLOS 8215 Politics of Peace
    - GLOS 8650 Special Topics Global Studies
    - GLOS 8761 Directed Study
    - ECON 8470 International Public Economics
    - PMAP 8201 International Nongovernmental Organizations
    - PMAP 8941 Internship

Health Policy Concentration:
This concentration prepares students to utilize their analytic skills to plan, implement, and evaluate health policy, analyze factors that impact the organization and financing of health care delivery systems, and produce research evidence to inform policy development and support decision making. Graduates may find health policy analyst positions in provider organizations, health service delivery systems, government and non-profit health agencies, academic institutions, think tanks, healthcare research and consulting firms as well as community-based organizations.

1. Required Courses (9):
    - HA 8160 or PH 7160 – Healthcare System
    - HA 8250or PH 7250 or ECON 8210 – Healthcare Economics and Financing
    - SOCI 9230 (Sociology of Health and Illness) or PH 7011 (Epidemiology) or PH 7140 (Social and Behavioral Aspects of Public Health)
2. Elective Courses (3-6) – select one or two courses from the following:
    - PMAP 8561 GIS Applications
    - PMAP 8941 Internship
    - PH 7012 Health Program Planning, Implementation, and Evaluation
    - PH 7025 Health Disparities

- PH 7150 Environmental Health
- PH 7170 Public Health Policy
- PH 7340 Built Environment and Health
- PH 7535 Intervention and Implementation Research
- PH 7565 Disability Policy
- SOCI 7110 or GERO 7110 Aging Policy and Services
- SNHP 8500 Systemic Meta-Analysis
- LAW 7244 Public Health Law
- HA 8190 Health Policy and Ethics
- HA 8700 Health Services Research and Evaluation Methods

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. Graduates become researchers, policymakers, and advocates in their communities after enhancing their understanding of relationships between nonprofit organizations, government and the policy making process.

1. Required Courses (9):
    - PMAP 8210 Introduction to the Nonprofit Sector
    - PMAP 8203 Nonprofit Advocacy, Law, and Policy
    - PMAP 8261 Nonprofit Financial Management
2. Elective Courses (3-6) – select one or two courses from the following:
    - PMAP 8201 International NGOs
    - PMAP 8213 Nonprofit Financial Resources
    - PMAP 8223 Nonprofit Human Resources
    - PMAP 8232 Social Innovation and Enterprise
    - PMAP 8521 Grant Writing and Management
    - PMAP 8941 Internship

Public Finance Policy Concentration:
The mission of the public finance policy concentration is to prepare students 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 five *US News & World Report* ranking of the Andrew Young 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.

1. Required Courses (6):
    - PMAP 8161 Public Budgeting and Finance
    - ECON 8080 Economics of the Public Sector
2. Elective Courses (9) – select three courses from the following:
    - PMAP 8501 Managing Public Money
    - 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
    - PMAP 8941 Internship

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 addressed. 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.

1. Required Course (3):
    - PMAP 8232 Social Innovation and Enterprise
2. Concentration Courses (9-12) – select three or four courses from the following. Electives may focus on one or more of the specific areas below or draw from multiple areas:

Race, Ethnicity, and Gender:

- PMAP 8921 Race and Public Policy
- WGSS 8216 Gender & Society

Child and Family:

- SW 7600 Social Welfare Policy
- SW 8490 Child Welfare Practice, Policy & Research

Aging:

- GERO 7110 Aging Policy and Services
- GERO 8200 Aging Program Administration

Other:

- PMAP 8941 Internship
- PMAP 8321 Economic Development Policy
- CRJU 9010 Contemporary Criminal Justice Policy
- [SOC 8226] Urban Sociology

Urban Planning Policy:
This concentration prepares students to be better decision makers on urban planning and policy issues for public, private, and nonprofit employers and to be more informed and effective as citizens. It provides appropriate academic background and practical experience with jobs responsible for urban planning and services, providing analysis of policy alternatives, and advocating change and improvement within organizations, communities, and society. The concentration emphasizes technical skills, planning, law, economics, and other social science literature and provides a hands-on experience with 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 urban problem solving. The required courses are also designed to acquaint students with common planning, socioeconomic and economic development data sources and methods and how to use them appropriately.

1. Required Courses (9):

- PMAP 8021 Scope and Theory of Planning
- PMAP 8321 Economic Development Policy
- PMAP 8561 GIS Applications

2. Concentration Courses (6) – select two courses from the following:
    - PMAP 8161 Public Budgeting and Finance
    - PMAP 8311 Urban Demography and Analysis
    - PMAP 8331 Urban Development and Sustainable Cities
    - PMAP 8351 Local Government and Management
    - PMAP 8411 Law for Public Managers
    - PMAP 8941 Internship
    - ECON 8300 Urban Economics
3. **Internship, or Thesis (3 credits):**
    1. **PMAP 8941 Internship:** Internships provide students the opportunity to apply concepts and skills gained from their graduate curriculum and are optional for all M.P.P. students who lack significant prior administrative experience in a public or nonprofit agency or a related organization. The department's faculty internship coordinators assist in the search for an appropriate internship opportunity, but students are expected to take the lead. An internship requires enrollment in three hours of PMAP 8941 and the completion of 300 hours of work in the intern position. 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 unpaid internships can also be very rewarding. 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/pmap-internship/. Students with substantial prior administrative experience may petition to waive the internship requirement by completing the online Graduate Internship Waiver Petition form: aysps.wufoo.com/forms/graduate-internship-waiver-petition/.
    2. **PMAP 8991 Thesis:** Candidates for the Master's degree in Public Policy have the option to submit an approved thesis to complete the requirements for the degree. A thesis replaces the requirement for PMAP 8900 Public Service Capstone, the option most students are encouraged to pursue. A thesis may be more appropriate for a student who expects to pursue a doctoral degree, although other students may also pursue this option. The decision to write a thesis is made by the student in consultation with and with the approval of the department's Faculty Program Director (hereafter referenced as "the Director") for the Department of Public Management and Policy (PMAP). Before approval is given, the student must demonstrate that an appropriate member of the faculty of PMAP is willing to chair the thesis committee, and that two other appropriate faculty members are willing to serve on the committee. A student must have completed at least 18 hours of graduate credit in the M.P.P., including PMAP 8010, PMAP 8011, and PMAP 8121, before registering for thesis hours.
        - **Initiating a Thesis Proposal.** Any student who is considering or planning to write a thesis should meet with the Director to discuss personal interests and career objectives and to learn more about the expectations and requirements for the thesis. That meeting should occur before the end of the student's first year of master's degree work or before twelve (12) semester hours of coursework have been completed. If approved to pursue a thesis, the student should follow these steps:
            - Choose a topic with the assistance of the thesis committee chair. Students

typically approach an instructor about a topic with the intent of asking the instructor to serve as the thesis chair. The thesis chair must hold primary appointment in PMAP as a tenured or tenure-track faculty member. The student should consult with the prospective thesis chair at least one full semester before planning to register for thesis hours.

- In consultation with the committee chair, the student should select and receive agreement to serve from two additional faculty members who have appropriate academic preparation and/or experience relative to the thesis topic. (A student may also elect to have more than three members on the committee.) Faculty from other departments or institutions or from a public or nonprofit agency may serve on the committee with the approval of the Director. Composition of the committee should be determined by the time the student has completed eighteen (18) semester hours of graduate credit.
- After selection of the committee, the student must submit to the Director the online Thesis Proposal and Committee Request Form for approval. The Director must approve the composition of the thesis committee and any subsequent changes in that composition.
- During registration, the PMAP staff will input the authorization on the system and you should be able to register (using the computer number obtained the thesis committee chair or from PMAP staff).

- **Thesis Credit.** Students may earn up to six (6) credit hours of thesis credit for PMAP 8991. Three (3) of those credits replace PMAP 8900 and three (3) credits may be used for elective credits in the student's concentration. Typically, the student should enroll for those credits in the last two semesters of his/her programs.
- The chair of the thesis committee will submit a grade of either IP or U for the student enrolled in PMAP 8991 until the semester in which the thesis is defended and completed. A grade of IP indicates that the student did not complete the thesis during the semester, but was making satisfactory progress. A grade of U indicates that progress was unsatisfactory. At the end of the semester during which the thesis is defended and completed, the chair of the thesis committee will submit a grade of S or U. A grade of S indicates that the thesis was successfully completed and defended. A grade of U indicates that the thesis was not successfully defended or was not successfully completed following a successful defense. A student receiving a grade of U must petition for permission to register for additional thesis credits. Such permission is not automatic, but depends upon the thesis committee chair's determination that the student can complete the thesis satisfactorily in the succeeding semester. The grades of IP or U assigned to thesis work prior to the completion of the thesis will remain on the student's record.
- **Thesis Proposal.** The choice of a thesis topic is the responsibility of the student, assisted by the committee chair. Typically, the student should have a reasonably well-defined topic in mind before requesting faculty to chair or serve on a thesis committee. That topic should take the form of a brief statement of the research problem and research design. The thesis committee must approve this statement before the student may register for thesis hours. The thesis proposal consists of the first three chapters of the thesis, including the introduction, the review of the literature, and discussion of methods and procedures. References also must be included. In addition, before any data collection or analysis can begin, the student

must obtain approval from GSU's Institutional Review Board (IRB) if the research involves human subjects. (Students are encouraged to seek IRB approval before completion of the thesis proposal, in consultation with the thesis committee chair.) The committee must approve the proposal before the student completes a significant amount of the data collection and/or analysis. The thesis committee chair and other members of the committee are responsible for providing guidance and assistance and ultimately for evaluating the thesis. The student is the investigator and author of the thesis.

- **Thesis Standards and Style.** The thesis constitutes a significant part of the work toward a Master's degree and is the culmination of all other activities. The thesis must represent high standards of scholarly inquiry, technical mastery, and literary skill. It should be a contribution to the student's area of study and should reflect the student's independent efforts with guidance from the thesis committee. The thesis must conform either to the American Psychological Association (APA) Style Manual (latest edition) or to a citation style approved by the thesis committee. The thesis must comply with the format, style, and procedural instructions included in the Thesis Guidelines: aysps.gsu.edu/oaa/thesis-guidelines/.
- **Final Defense.** Every student who completes a thesis is subject to a final oral examination or defense. Prior to scheduling the defense, the student must submit a final draft of the thesis to all members of the committee, who will determine the feasibility of a final defense. The thesis committee must receive and approve the final draft of the thesis prior to the scheduling of the final defense. The student may schedule the final defense of the thesis only in a semester when all other degree requirements will be satisfied. The student and thesis committee must agree upon the date, time, and place of the final thesis defense, which must occur prior to the final two weeks of scheduled classes for the semester of anticipated graduation. With the committee's approval, the student must announce the date, time, and place for the final thesis defense at least two weeks prior to the date of the defense. The student must deliver the original copy of the Thesis Defense Announcement to the departmental office to become a part of the student's file. No fewer than three members of the student's thesis committee must attend the thesis defense. The defense will be open to all faculty members and the general public. Approval of the thesis requires a majority favorable vote by the thesis committee. Should an attempt be unsuccessful, the thesis committee has the prerogative for how to proceed, including the latitude to recommend additional requirements or the student's termination from the program. The student is allowed two attempts to successfully defend the thesis. Immediately following the thesis defense, the committee chairperson should report the results to the AYSPS Office of Academic Assistance.
- **Submission of the Thesis.** Having successfully defended and completed the final document, the student is required to submit the original thesis and the required number of copies to the Director for final inspection and appraisal. Instructions for submission of the final documents are found in the Thesis Guidelines online: gsu.edu/student-resources/oaa/thesis-guidelines/.
- **Reproduction and Publication.** The completed thesis must be approved by the Office of Academic Assistance (OAA) and electronically submitted through the Georgia State University Library. The student should login to the Electronic Thesis and Dissertations website, enter personal information and other committee and thesis

information. Once the thesis is approved, the student should upload the document in PDF format to the database. Contact OAA for procedural questions, and refer to the library website for detailed instructions and help.

2050.70 Master of Social Work

The Master of Social Work (M.S.W.) program prepares 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, is the sole specialization of the M.S.W. program. Students in the community partnerships specialization are educated to advance the needs and capacities of the total community by promoting social, economic, and environmental 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 M.S.W. 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 outcomes of the M.S.W. program are designed to be consistent with the mission and goals of the M.S.W. program, the Andrew Young School of Policy Studies, and Georgia State University. They are aligned with the Council on Social Work Education's Educational Policy and Accreditation Standards. The 1st-year MSW competencies can be found at: aysps.gsu.edu/files/2016/06/BSW-MSW1-Competencies.pdf. The 2nd-year MSW competencies can be found at: aysps.gsu.edu/files/2016/08/2nd-Yr-MSW-Competencies-3-16.pdf.

Master of Social Work Curriculum

The Curriculum Structure for the M.S.W. program consists of three components: (1) Liberal Arts Perspective; (2) Social Work Generalist Practice; (3) Social Work Specialization. The M.S.W. program can be completed in two calendar years of full-time study and three calendar years of part-time study. Total degree hours: 60 semester hours for full-time and part-time students; 39 semester hours for advanced standing students.

The School of Social Work in the Andrew Young School of Policy Studies 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 M.S.W. program. The liberal arts core will include course work in humanities and social sciences, a course with human biology content, statistics, and research.

The purpose of the professional social work generalist practice curriculum is two-fold. First, the generalist

practice model 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 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 a two-semester supervised field placement. Second, the generalist practice serves as preparation for the focused knowing and learning in the specialization year. 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 specialization 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 that 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 engagement, assessment, intervention, and evaluation 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 knowledge and skill sets for this level of practice.

Program Degree Requirements

Master of Social Work

1. **Social Work Foundation (30):**
    - 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):**
    - SW 8100 Skills and Techniques of Community Partnerships I (3)
    - SW 8200 Skills and Techniques of Community Partnerships II (3)

- SW 8300 Leadership and Management (3)
- SW 8500 Community Field Education I (6)
- SW 8800 Community Project (3)
- SW 8900 Community Field Education II (6)

3. **Social Work Electives (6):**
   M.S.W. 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 8310 Group Facilitation
   - SW 8315 Social Media Tools for Community Partnerships Practice
   - 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 Behavioral Health: Practice, Policy, and Research
   - SW 8450 Child Maltreatment Practice, Policy, and Research
   - SW 8460 Aging Practice, Policy, and Research
   - SW 8470 Behavioral Health: Substance Abuse and Dependence
   - SW 8490 Child Welfare Practice, Policy, and Research
   - SW 7950 Selected Topics
   - SW 7990 Directed Individual Study

Master of Social Work – 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 Generalist Practice 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 specialization 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 7700 Community Foundation Integrative Seminar (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 partnerships specialization 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. A cohort of part-time students will be admitted every year and a hybrid program of study has been developed specifically for part-time students. Students can expect to attend campus once a month while all other course work is completed online. This curriculum design provides a structure to ensure part-time continuous program progression to graduation.

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

Program Financial Information

Grant – Child Welfare

The School of Social Work, in partnership with the Georgia Department of Human Resources, has scholarships available under the Title IV-E, Child Welfare Training. The scholarship includes tuition, fees, books, and mileage. Recipients must take specific child welfare electives and complete a two-semester 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 following link on the School of Social Work website for up to date information about Title IV-E: aysps.gsu.edu/title-iv-e-child-welfare-education-and-training-program/
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2060 Certificate Programs

2060.10 Graduate Certificate in Nonprofit Management and Social Enterprise

John O'Kane, Faculty Contact
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The Graduate Certificate program in Nonprofit Management and Social Enterprise 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 Andrew Young School of Policy Studies 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 and social enterprise 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 in Nonprofit Management & Social Enterprise Program

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 (M.P.A.) and Master of Public Policy (M.P.P.) 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 of a C- or lower will count for credit towards the certificate, nor will more than one grade of C+ or C be allowed for credit towards the certificate. The time limit for completing the certificate program is three years from the term of entry.

1. **Required Course (3)** – select one of the following courses:
    - PMAP 8210 Introduction to the Nonprofit Sector
    - PMAP 8232 Social Enterprise
2. **Approved Electives (6)** – select two of the following courses:
    - PMAP 8210 Introduction to the Nonprofit Sector
    - PMAP 8213 Nonprofit Financial Resources
    - PMAP 8261 Nonprofit Financial Management
    - PMAP 8223 Nonprofit Human Resources
    - PMAP 8232 Social Innovation and Enterprise
3. **Elective (3)** – select one of the following courses:
    - PMAP 8201 International Nongovernmental Organizations
    - PMAP 8203 Nonprofit Advocacy, Law, and Policy
    - PMAP 8900 Public Service Capstone (with a Social Enterprise focus)
    - Other approved electives (with consent of Master's Program Director)
4. **Awarding of the Certificate:**
   After completing the requirements for the certificate according to these regulations, the student must submit an online request for award by completing the PMAP Graduate Certificate Award Request Form located on the Office of Academic Assistance Student Forms web page: aysps.wufoo.com/forms/graduate-certificate-award-request-form/. The Office of Academic Assistance will verify that all certificate requirements have been met. If all requirements have been met, the certificate will be mailed to the student by the Registrar's office. The Office of Academic Assistance will also 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 Planning and Economic Development

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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

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 (M.P.A.) and Master of Public Policy (M.P.P.) 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 of a C- or lower will count for credit towards the certificate, nor will more than one grade of C+ or C be allowed for credit towards the certificate. The time limit for completing the certificate program is three years from the term of entry.

1. **Required Courses (9):**
    - PMAP 8021 Scope and Theory of Planning
    - PMAP 8321 Economic Development Policy
    - PMAP 8561 GIS Applications
2. **Elective Course (3)** – select one of the following courses:
    - PMAP 8010 Social Policy
    - PMAP 8031 Urban Political Economy
    - PMAP 8311 Urban Demography and Analysis
    - PMAP 8331 Urban Development and Sustainable Cities
    - PMAP 8351 Local Government and Management
    - ECON 8300 Urban Politics
3. **Awarding of the Certificate:**
   After completing the requirements for the certificate according to these regulations, the student must submit an online request for award by completing the PMAP Graduate Certificate Award Request Form located on the Office of Academic Assistance Student Forms web page: aysps.wufoo.com/forms/graduate-certificate-award-request-form/. The Office of Academic Assistance will verify that all certificate requirements have been met. If all requirements have been met, the certificate will be mailed to the student by the Registrar's office. The Office of Academic Assistance will also 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 Nonprofit Leadership Alliance Certified Nonprofit Professional (CNP) Credential

The Department of Public Management and Policy is affiliated with the Nonprofit Leadership Alliance, a national alliance of colleges, universities and nonprofit organizations dedicated to preparing graduates and

undergraduates for careers in nonprofit leadership. Graduate and undergraduate students from all majors are welcome to learn more about the criteria for earning NLA's Certified Nonprofit Professional (CNP) credential by visiting Georgia State University's NLA website: aysps.gsu.edu/nonprofit-leadership-alliance-student-organization.

2070 Doctoral Programs

2070.10 Doctor of Philosophy in Criminal Justice and Criminology

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.

The Doctor of Philosophy (Ph.D.) degree program in Criminal Justice and Criminology provides 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.

The development of the doctoral program is a response to several areas of societal need, including a growing need for policy-relevant, theoretically-driven research on crime and criminal justice, the need for individuals with the requisite training and expertise to conduct such research, and the need for individuals to teach in the expanding number of criminology and criminal justice degree programs offered in institutions of higher education. Universities tend to be the primary employers for scholars in the field of criminal justice and criminology, and virtually all assistant professor positions in the field require a Ph.D. Opportunities for doctoral-trained researchers are also available outside of higher education, including research or management positions in government and non-profit agencies. Some doctoral-trained researchers find positions in think tanks or private research firms, where they utilize their expertise in survey design, data collection, and statistical analysis.

Program Objectives

By completing the requirements of the doctoral program, students become knowledgeable of both the substantive areas of criminology (knowledge about the extent and causes of crime) and the criminal justice system (society's response to crime). In addition to general knowledge of these areas, it is expected that they will also acquire advanced knowledge in one or more areas of specialization within criminology or criminal justice (e.g., policing, victimization, criminological theory). Students also learn to apply the appropriate and sophisticated analytical techniques necessary to conduct original research in criminology and criminal justice. In addition, our doctoral students are socialized into the related roles of scholarship, teaching, and service. At the time of graduation, students who successfully complete the doctoral program will be able to:

At the time of graduation, students who successfully complete the doctoral program will be able to:

1. Demonstrate scholarly expertise in one or more specialty areas within the field of criminal justice or criminology. a working understanding of the theoretical knowledge base in criminal justice and criminology.
2. Develop and apply advanced conceptual and technical skills to conduct high-quality, independent research.
3. Teach graduate and undergraduate courses in criminology and criminal justice.

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 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.

For a doctoral student, no more than three semester hours of coursework with a grade of C may be counted toward the degree (note: a grade of C- will not 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.

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 Doctor of Philosophy in Criminal Justice and Criminology

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 area 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 9830 Comprehensives Seminar (3)
    - CRJU 9920 Qualitative Methods (3)

2. **Elective Courses (12):**
    - Twelve hours (or 4 courses) of elective course work (see full course listing in section 2050.10 "Master of Science in Criminal Justice")
3. **Directed Work (18):**
    - Students register for 18 hours of directed work, including dissertation research (CRJU 9900)

Doctoral students can take no more than a combined total of 6 credit hours outside of regularly scheduled classes in the department including: (1) non-CJ GSU classes (2) transfer credits and (3) independent study/reading courses.

Program of Study for the Ph.D. in Criminal Justice and Criminology

A program of study plan must be completed by the student in consultation with and approved by the department's Director of Graduate Studies. 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 doctoral program. The program of study must be approved by the Director of Graduate Studies and submitted to the Office of Academic Assistance by the end of the second year or after thirty-six (36) semester hours of coursework have been completed. The Program of Study form is available from the Department.

Area Examination

In partial fulfillment of the requirements for the Ph.D., doctoral students complete an examination paper in a substantive area within criminology or criminal justice. The purpose of the examination paper is two-fold: (1) to assess students' knowledge and understanding of the theoretical foundation from which the student's specialty area arises, including an assessment of the key conceptual and methodological approaches used, critical issues and debates in this theoretical area; and (2) to assess the student's ability to formulate a compelling research question which is narrower in scope, derived from this theoretical foundation, and which reflects the student's understanding of this specialization and the big questions that push it forward.

The format of the area examination is normally that of a review essay ordinarily of thirty to forty pages that discusses the theoretical foundation(s), key concepts and methodologies, findings, and controversial issues or debates within the student's chosen area of specialization. Generally speaking, the essay should follow the format of a critical review of the literature (for examples, consult recent editions of Crime and Justice: An Annual Review of Research or Annual Review of Sociology).

Although the essay should facilitate the eventual development of a dissertation proposal, it is not intended that the essay duplicate the first half of a dissertation. Rather, the purpose of the essay is to establish the writer's command of a relatively broad literature in a recognized sub-area within criminal justice or criminology. "Offender decision-making" would be an example of such an area, whereas the student's dissertation might focus more narrowly on "The meaning of punishment: the influence of street culture on offenders' perceptions of, and response to, official sanctions."

The area examination committee is comprised of three faculty members, selected by the student and approved by the Director of Graduate Studies. The student and the examination committee determine the precise area covered by the examination. Before beginning to write the first draft of the examination, the student shall submit an outline (in thesis statement format) that identifies the theoretical foundation, key conceptual issues, methodological approaches, and critical debates of the specialty area, culminating in a

tentative research question(s) that he or she plans to address in the paper. This draft outline shall also include a tentative bibliography of key sources. The student's course work should provide a useful starting point for the bibliography. In most cases, however, the student will need to go beyond the course work to master his or her area of specialization.

Expected progress in the program is defined by completion of the area paper by the semester following the completion of all required coursework. Failure to make such progress can result in the loss of funding. The faculty will grade the paper within three weeks of receiving it from the student. Pass will be determined by a majority vote of the committee. If the exam is not acceptable at this time (the majority do not view the paper as passing), the student has until the end of that semester to submit the revised version. Failure to submit the area exam by the above deadline results in failure of the exam. If the area exam is not successfully completed at this time, it is considered the equivalent of two failures and will result in dismissal from the program. Students must pass the area examination before they will be permitted to defend a dissertation proposal.

Grading of the exam will be based on the breadth of knowledge, the creativity or innovation of the approach taken, the depth of the critical analysis, and the ability of the student to write well. Additional details are provided below. The examination committee evaluates the manuscript on its success in meeting these four objectives. In particular, exam papers will be judged as "Pass" (ready to begin work on the dissertation) or "Fail" (not ready to begin dissertation work) based on an overall assessment of the following areas:

1. **Breadth of Foundational Knowledge.** The essay should demonstrate that the writer is familiar with the literature in the selected area of specialization. It is essential that the student cite and summarize the most influential publications in the field (both classic and recent publications). The student must remember to summarize or explain key ideas.
2. **Creativity/Innovation.** The essay should demonstrate that the writer is not only familiar with the readings but has integrated the literature and can identify the big questions that push the area forward. What are the relative strengths and weaknesses of relevant theoretical perspectives? What are the key conceptual issues, debates, and questions on the cutting edge? Which claims have been substantiated, and which remain speculative? What key questions have yet to be answered? What new lines of empirical research are required to answer these questions? What type of study would the student design to answer one or more of these questions? Students should highlight the degree of innovation in their proposed line of research.
3. **Critical Analysis.** This manuscript should convey to the reader the existing body of knowledge; a successful area exam not only sorts the literature in terms of importance, centrality, and research generated, but also expresses the unique scholarly voice of the writer. The author must provide his or her own assessment of the current state of the literature (or of key perspectives or debates) and clearly distinguish personal views from those of existing sources. The author should take a position and clearly identify where and why he or she agrees or disagrees with existing sources (while properly citing these sources).
4. **Written Communication.** Fourth, this manuscript should demonstrate the author's ability to write well. In addition to proper grammar and sentence structure, the paper should be well-organized and ideas should flow logically, with strong transitions from point to point and from one section of the paper to the next. The paper should reflect a tone that is appropriate for doctoral-level work, with an emphasis on critical thinking rather than simple summary or description.

Dissertation Requirements

For the student, the Ph.D. degree program culminates in the writing and successful defense of the doctoral dissertation. The dissertation must demonstrate mastery of the research process and should be based on an original investigation. When developing an idea for the dissertation, and when executing the research project, it should be the goal of the student to provide a significant and original contribution to the existing knowledge base in the selected topic area.

1. **Dissertation Committee.** Initial deliberations regarding an acceptable research project for the dissertation may begin in the early stages of the student's doctoral training and should involve the student's major advisor. Following successful completion of the area exam, students assemble a dissertation committee in consultation with their major advisor (subject to approval by the Director of Graduate Studies). The dissertation committee is comprised of three faculty members from the Department of Criminal Justice and Criminology (all must hold graduate faculty status) and one outside member. The outside member typically represents a department at the university other than Criminal Justice and Criminology, but can be from another university. Following the formation of the dissertation committee and the identification of a mutually acceptable research project, the student submits the dissertation committee form listing the committee chair and members to the DGS, requesting that they be officially appointed. Once a committee has been appointed, any changes to the committee must be approved by the DGS and all members of the new committee.
2. **Dissertation Proposal and Proposal Defense.** The next step toward the production of a dissertation involves the development of a defensible dissertation proposal or "prospectus." The dissertation proposal typically includes an introduction and problem statement, a review of the relevant literature, hypotheses section, and a data and methods section that details how the student will execute the proposed research and how s/he plans to address any potential limitations of the project. For detailed guidelines, visit aysps.gsu.edu/oaa/dissertation-guidelines/. To obtain approval, the student must successfully present and defend the proposal before the dissertation committee. Other faculty members and graduate students in the school are invited to attend this oral defense. To document a successful defense, the dissertation committee chair submits a Record of Proposal Defense form to the Director of Graduate Studies and the Office of Academic Assistance. Following a successful defense and pending requested revisions, the student must obtain approval from the university Institutional Review Board (IRB) for projects involving research with human subjects before any data collection or analysis can begin.
3. **Final Defense of the Dissertation.** The oral defense of the completed dissertation will be heard by the dissertation committee and will be open to other faculty and graduate students in the program. Following a successful defense, the dissertation committee chair will ask the committee members to sign a Pass Sheet provided by the Office of Academic Assistance, and the Acceptance Sheet that the student provides for his/her dissertation. Signatures on these forms acknowledge that the dissertation has been successfully completed and defended. The chair should submit these forms to the Office of Academic Assistance for the student's permanent file. If any changes to the dissertation are requested as a result of the final oral defense, the chair may hold the Acceptance Sheet until s/he believes the dissertation is in final form. For scheduling and other procedural details, and to obtain the relevant forms, the student should visit the following website: aysps.gsu.edu/oaa/dissertation-guidelines.
4. **Dissertation Formatting and Style.** The thesis must comply with current AYSPS format, style, and procedural instructions available here: aysps.gsu.edu/oaa/dissertation-guidelines.
5. **Submission, Reproduction, and Publication of the Electronic Dissertation.** To be cleared for

graduation, the dissertation format must be approved by the Office of Academic Assistance and electronically submitted through the Georgia State University Library. See aysps.gsu.edu/oaa/dissertation-guidelines for additional instructions.

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 programs 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) or MATH 2215 (4)
- matrix algebra: ECON 6030 (3) or MATH 3435(3)
- computer skills/data files: BA 6000 (2)
- macroeconomics: ECON 3900 (3)
- microeconomics: ECON 3910 or MBA 8403 (3)

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 (12). A minimum of four courses must be completed in the area of applied economics, chosen from:*
    - 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.

d. Elective Fields (9). Each doctoral student must complete a minimum of three courses in one of the following areas:
   - Environmental Economics
   - Experimental Economics
   - Health Economics
   - Labor Economics
   - Public Finance
   - Urban and Regional Economics

   The courses available in these fields are listed below:
   Environmental Economics:

   Primary:
   ECON 9310 Environmental and Resources I
   ECON 9320 Environmental and Resources II
   Secondary:
   Select one of the Primary courses from another Economics Field

   Experimental Economics:

   Primary:
   ECON 9340 Experimental Economics
   ECON 9940 Workshop Experimental Economics
   Secondary:
   Select one of the Primary courses from another Economics Field, *or*
   ECON 9180 Economics of Uncertainty, *or*
   ECON 9190 Applied Game Theory

   Health Economics:

   Primary:
   ECON 9610 Health Economics I: The Economics of Health Care Supply
   ECON 9620 Health Economics II: Demand for Heath and Health Care
   Secondary:
   Select one of the Primary courses from another Economics Field, *or*
   ECON 9750 Topics in Econometrics, *or*
   ECON 8899 Causal Inference and Evidence Based Policy, *or*
   A course broadly related to health economics, subject to the approval of the labor committee

   Labor Economics:

Primary:
ECON 9220 Advanced Labor Economics
ECON 9230 Topics in Advanced Labor Economics
Secondary:
Select one of the Primary courses from another Economics Field, *or*
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:

Primary:
ECON 9450 Advanced Public Economics I
ECON 9460 Advanced Public Economics II
Secondary:
Select one of the Primary courses from another Economics Field, *or*
ECON 8460 Economics of the State and Local Public Sector, *or*
ECON 8470 International Public Economics

Urban and Regional Economics:

Primary:
ECON 9300 Seminar in Urban Economics
ECON 9330 Regional Economics
Secondary:
Select one of the Primary courses from another Economics Field

5. Optional Secondary Field (6). A minimum of two courses 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 (6) to fulfill this requirement.
6. 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.
   - Students can apply for an exemption from taking a theory examination. Separate applications are required for each exam (macroeconomics and microeconomic theory). To qualify for an exemption students must have a 3.85 GPA in the theory sequence associated with the

examination and no grade lower than a B- in other first year courses. Exemptions may be denied for students who violate the student code of conduct and/or who do not meet the graduate assistantship expectations.

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.

- 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 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 approving members 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/oaa/dissertation-guidelines.
   - 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 15 months 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 M.A. in Economics and Ph.D. in Economics:

Students completing the M.A. and Ph.D. 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:

a. **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?
b. **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?
c. **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, George Washington 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 "2012 Edition America's Best Graduate Schools," the *U.S. News and World Report* ranked the AYSPS 23rd overall among the top 166 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 nonprofit management, and in the top 26 programs in 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:

a. Core master's-level curriculum or its equivalent;
b. The doctoral core curriculum;
c. Seven 3-hour core courses in areas of specialization (four in the major field and three in the minor field);
d. Full-time enrollment for one academic year;
e. Doctoral qualifying examinations; and;
f. 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), PMAP 8111 Public Service and Democracy (3), and PMAP 8531 Policy Analysis (3).

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) and PMAP 8431 Leadership and Organizational Behavior (3).

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) and, PMAP 8131 Applied Research Methods and Statistics II (3).

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), PMAP 8161 Public Budgeting and Finance, and ECON 8460 Economics of the State and Local Public Sector (3).

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

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):

1. PMAP 9111 Advanced Research Methods I
2. PMAP 9121 Advanced Research Methods II
3. PMAP 9171 Logic of Policy Inquiry
4. ECON 8100 Applied Microeconomic Analysis
5. PMAP 9131 Research Seminar in Public Policy
6. PMAP 9141 Advanced Topics in Program Evaluation
7. PMAP 9151 Scope and Theory of Public Policy
8. PMAP 9181 Dissertation Colloquium

b. Major Fields.

All doctoral students must complete a minimum of four courses (12) 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:

1. Public Finance and Budgeting
2. Public and Nonprofit Management
3. Policy Design, Analysis, and Evaluation

c. Minor Fields.

All doctoral students must also complete a minimum of three courses (9) 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:

1. Select a minor field from the specialty fields described above. One might, for instance, use Policy Design, Analysis, and Evaluation as a methods field.
2. Select a minor field in a different substantive policy area, such as health policy, education policy, or emergency management.
3. 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.

Required courses:

1. PMAP 9381 Public Budgeting Theory and Research
2. PMAP 9391 Public Financial Management Theory and Research

Elective courses: Elective courses (six credits: Choose two courses from the following list. One course may be substituted with an alternative course or directed reading on a topic related to the field through a petition to the program director:

1. ECON 8460 Economics of the State and Local Public Sector*
2. ECON 8470 International Public Economics*
3. ECON 9450 Advanced Public Economics I
4. ECON 9460 Advanced Public Economics II

* Please note that when taking a master's level course, students must work with the professor to develop coursework with a Ph.D. level emphasis. Appropriate assignments include more advanced reading, literature reviews, and research on key topics.

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, and the delivery of public services and the functioning of a market economy.

Doctoral Courses (choose at least one 3-hour course):

1. PMAP 9331 Foundations of Public Administration
2. PMAP 9341 Policy Design and Implementation
3. PMAP 9381 Public Budgeting Theory and Research
4. PMAP 9221 Seminar in Nonprofit Research

Master's Courses:

1. PMAP 8161 Public Budgeting and Finance
2. PMAP 8201 International NGOs
3. PMAP 8203 Nonprofit Advocacy, Law, and Policy
4. PMAP 8210 Introduction to the Nonprofit Sector
5. PMAP 8213 Nonprofit Financial Resources
6. PMAP 8223 Nonprofit Human Resources
7. PMAP 8261 Nonprofit Financial Management
8. PMAP 8351 Local Government Management
9. PMAP 8431 Leadership and Organizational Behavior
10. PMAP 8171 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):

1. PMAP 9341 Policy Design and Implementation
2. PMAP 9381 Public Budgeting Theory and Research

Master's Courses:

1. PMAP 8010 Social Policy
2. PMAP 8521 Evaluation Research: Design and Practice
3. PMAP 8531 Policy Analysis
4. PMAP 8551 Survey Research Methods

5. ECON 8230 Experimental Economics
6. ECON 8300 Urban Economics
7. ECON 8310 Economics of Educational Policy
8. ECON 8320 Environmental and Natural Resource Economics and Theory
9. ECON 8730 Econometrics I: Statistical Foundations
10. ECON 8760 Advanced Econometrics
11. 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.

6. 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 their comprehensive exams. Dissertation guidelines are available at aysps.gsu.edu/oaa/dissertation-guidelines.

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.

1. 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.
2. 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.
3. 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.

7. 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. A core master's-level curriculum or its equivalent;
b. Eight core courses in the Ph.D. program;
c. Seven courses in two elective fields (areas of specialization);
d. Full-time enrollment for one academic year;
e. At least three courses with faculty from each school;
f. Doctoral qualifying examinations;
g. 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.

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):

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

b. Major Fields.

All doctoral students must complete a minimum of four courses (12) 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:

a. Environmental Policy
b. Health Policy
c. Policy Design and Evaluation
d. Public Finance and Budgeting
e. Public and Nonprofit Management
f. Science and Technology Policy
g. Urban and Regional Economic Development

c. Minor Fields.

All doctoral students must also complete a minimum of three courses (9) 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:

a. Select a minor field from the specialty fields described above. One might, for instance, use Policy Design and Evaluation as a methods field.
b. Select a minor field in a different substantive policy area, such as education policy or emergency management.

c. 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):

a. ECON 9310 Environmental and Resource Economics I
b. ECON 9320 Environmental and Resource Economics II
c. ECON 9520 Special Topics in Economics: Experimental Laboratory
d. PUBP 8540 Advanced Topics in Environmental Policy

Master's courses:

a. PMAP 8271 Disaster Policy and Emergency Management
b. PMAP 8331 Urban Development and Sustainable Cities
c. PUBP 6300 Earth Systems
d. PUBP 6310 Environmental Issues
e. PUBP 6312 Economics of Environmental Policy
f. PUBP 6314 Policy Tools for Environmental Management
g. PUBP 6320 Sustainable Systems: Concepts and Measures
h. PUBP 6324 Environmental and Technological Risk Management
i. PUBP 6326 Environmental Values and Policy Goals
j. PUBP 6329 Environmental Policy and Implementation
k. 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:

a. PMAP 9211 Applying Research to Policymaking: Examples from Health Care Policy
b. PMAP 9361 Health Policy Research Issues

Master's courses:

a. HA 8190 Health Policy and Ethics, *or*
b. POLS 870 Studies in Public Policy: Health Policy and Politics

Electives at Georgia State:

a. HA 8450 Legal Environment of Health Care
b. HA 8630 Managed Care and Vertically Integrated Systems
c. PH 7530 Prevention Effectiveness and Economic Evaluation
d. PSYC 8200 Introduction to Community Psychology
e. SOCI 7110 Aging Policy and Services
f. SOCI 8430 Medical Sociology
g. SNHP 8000 Trends Affecting Health Policies, Practices, and Laws
h. NURS 8000 Human Environment Interactions and Health
i. LAW 7239* Health Law: Liability and Bioethics
j. LAW 7240* Health Law: Regulation
k. LAW 7241* Seminar in Health Law

Electives at Georgia Tech:

a. PUBP 6324 Environmental and Technological Risk Management
b. HS 4001 Introduction to Health Systems
c. HS 6000 Introduction to Healthcare Delivery
d. HS 6100 Healthcare Delivery Systems Models
e. HS 6200 Healthcare Financial Management
f. HS 6300 Healthcare Information Systems
g. HS 6400 Health Systems Practice
h. MGT 6788 Legal Issues in Biomedical Engineering
i. 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):

a. PMAP 9341 Policy Design and Implementation
b. PMAP 9381 Public Budgeting Theory and Research

Master's courses:

a. PMAP 8010 Social Policy
b. PMAP 8521 Evaluation Research: Design and Practice
c. PMAP 8531 Policy Analysis
d. ECON 8230 Experimental Economics
e. ECON 8300 Urban Economic
f. ECON 8310 Economics of Educational Policy
g. ECON 8320 Environmental and Natural Resource Economics and Theory
h. ECON 8730 Econometrics I: Statistical Foundations
i. ECON 8760 Advanced Econometrics
j. 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.

Required courses:

a. PMAP 9381 Public Budgeting Theory and Research
b. PMAP 9391 Public Financial Management Theory and Research

Elective courses: Elective courses (six credits: Choose two courses from the following list. One course may be substituted with an alternative course or directed reading on a topic related to the field through a petition to the program director:

a. ECON 8460 Economics of the State and Local Public Sector*
b. ECON 8470 International Public Economics*
c. ECON 9450 Advanced Public Economics I
d. ECON 9460 Advanced Public Economics II

* Please note that when taking a master's level course, students must work with the professor to develop coursework with a Ph.D. level emphasis. Appropriate assignments include more advanced reading, literature reviews, and research on key topics.

***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, and the delivery of public services and the functioning of a market economy.

Doctoral courses (choose at least one):

a. PMAP 9331 Foundations of Public Administration

b. PMAP 9341 Policy Design and Implementation
c. PMAP 9381 Public Budgeting Theory and Research

Master's courses:

a. PMAP 8161 Public Budgeting and Finance
b. PMAP 8171 Public Management Systems and Strategies
c. PMAP 8201 International NGOs
d. PMAP 8210 Introduction to the Nonprofit Sector
e. PMAP 8211 Nonprofit Management
f. PMAP 8221 Fundraising for Voluntary Nonprofit Organizations
g. PMAP 8231 Nonprofit Leadership and Management
h. PMAP 8251 Practice of Community Organizing
i. PMAP 8261 Nonprofit Financial Management
j. PMAP 8351 Local Government Management
k. 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:

a. [PUBP 8530] Advanced Topics in Technology and Science Policy

Master's courses:

a. [PUBP 6401] Science, Technology, and Public Policy
b. [PUBP 6402] Research Policy and Management
c. [PUBP 6414] Technological Innovation and Government Policy
d. [PUBP 6415] Technology, Regions, and Policy
e. [PUBP 6417] Critical Perspectives on Science and Technology
f. [PUBP 6418] Comparative Science and Technology Policy
g. [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):

a. ECON 9300 Seminar in Urban Economics
b. [PUBP 8550] Advanced Topics in Urban and Regional Economic Development Policy

Master's courses:

a. ECON 8300 Urban Economics
b. PMAP 8021 Scope and Theory of Planning
c. PMAP 8031 Urban Political Economy
d. PMAP 8311 Urban Demography and Analysis
e. PMAP 8331 Urban Development and Sustainable Cities
f. [PUBP 6600] Foundations of Local Economic Development Planning and Policy
g. [PUBP 6602] Economic Development Analysis and Practice
h. [PUBP 6604] Methods of Urban Policy Analysis and Planning
i. [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 their comprehensive exams. Dissertation guidelines are available at aysps.gsu.edu/oaa/dissertation-guidelines.

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.

a. 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.
b. 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.

c. 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 23 departments and institutes within the areas of the the humanities, the natural and computational sciences, and the social and behavioral sciences. The college has approximately 11,000 undergraduate and 2,00 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 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

25th Floor, 25 Park Place Building
404-413-5114
cas.gsu.edu

Sarah Rosen, Dean
Binghe Wang, Associate Dean for Research and Graduate Studies
Amber Amari, Assistant Dean for Graduate Services
John Medlock, Assistant Dean for Academic Success
Fred Mote, Assistant Dean for Administration and Finance
Eric Friginal, Director of International Programs

3020.10 Office of Graduate Services

Suite 800 Haas-Howell Building (2nd floor, 25 Park Place Bldg. effective fall 2017)
404-413-5040
Fax: 404-413-5036
cas.gsu.edu/graduate/

Amber Amari, Assistant Dean for Graduate Studies

3030 Academic Programs

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

- Master of Arts in African-American Studies; Anthropology; Applied Linguistics; Communication; English; French; Gerontology; History; Philosophy; Political Science; Psychology; Religious Studies; Sociology; Spanish; and Women's, Gender, and Sexuality Studies
- Master of Fine Arts in Creative Writing, with concentrations in Fiction and Poetry
- Master of Heritage Preservation
- Master of Science in Biology, Chemistry, Computer Science, Geosciences, Mathematics, Neuroscience, and Physics
- Doctor of Philosophy in 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 foreign language education is offered by the College of Education and Human Development in conjunction with the Department of World Languages and Cultures in the College of Arts and Sciences. Descriptions of admission and program requirements are outlined in the College of Education and Human Development section of this catalog.

Dual Degrees

The College of Arts and Sciences offers dual degree programs within departments and the college and with other colleges within the university. These programs enable approved students from one degree program to fulfill requirements of another. For more details on dual degrees, please visit cas.gsu.edu/dual-degrees/ and program information in this catalog.

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. The college offers graduate certificates offered in the following areas:

- Applied Philosophy (Philosophy)
- Geographic Information Sciences (Geosciences)
- Gerontology
- Historic Preservation (History)
- Interpretation (World Languages and Cultures)
- Latin American Studies (History)
- Teaching English to Speakers of Other Languages (Applied Linguistics and ESL)
- Translation (World Languages and Cultures)
- Women's, Gender, and Sexuality 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 cas.gsu.edu/graduate-studies/admissions/.

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 cas.gsu.edu/graduate-studies/admissions/application-deadlines/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 application fee. The College of Arts and Sciences requires all prospective students to submit applications and supporting documents electronically. The online graduate application can be found at: cas.gsu.edu/graduate-studies/admissions/.

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

1. A copy of a transcript from each and every 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, will need to be uploaded by the applicant to the application. 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. If offered admission, students are required to send one official transcript from each institution directly to the Office of Graduate Services. Transcripts should be received no later than the first day of the semester of entry. Admission will be conditioned upon submission of official transcripts that confirm the information provided on unofficial transcripts during the application process.
2. For many programs, 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 cas.gsu.edu/graduate-studies/admissions/ for complete instructions. Please see specific program sections to determine if submission of national test scores is required.
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 cas.gsu.edu/graduate-studies/admissions/program-specific-application-information/ 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 cas.gsu.edu/graduate-studies/admissions/non-degree/ 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 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.

Re-entry 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 re-entry application and $25 fee in the Office of Graduate Services by the appropriate deadline for the semester they wish to re-enter. The complete re-entry application can be downloaded at cas.gsu.edu/graduate-studies/admissions/reentry/. 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 re-entry deadline for the appropriate semester. Degree programs must approve all re-entry applications and may deny re-entry 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. Re-entry 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 re-entry.

Deadlines for re-entry 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. GSTEP will not be required if the student obtains a minimum score of 100 on the internet-based TOEFL. 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 "Courses and Course Load" in section 3100 below. 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 cas.gsu.edu/funding-education.

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 and 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 cas.gsu.edu/role/graduate-directors/ . 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 cas.gsu.edu/department/graduate-services/.

Courses and Course Load

Courses numbered 6000 and above are normally open only to graduate students (see exceptions below). 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 cas.gsu.edu/dual-degrees/.

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 cas.gsu.edu/dual-degrees/. 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 cas.gsu.edu/graduate-studies/admissions/non-degree/ or 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, a maximum of 30 semester hours may be accepted toward a doctoral degree and a maximum of three semester hours of approved graduate credit from other institutions may be accepted toward a graduate certificate program. 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 ursa.research.gsu.edu/ursa/compliance/human-subjects/required-education-and-training/.

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 cas.gsu.edu/graduate-studies/graduation/graduation-requirements/ . 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 cas.gsu.edu/graduate-studies/graduation/graduation-requirements/.
- **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 (cas.gsu.edu/graduate-studies/graduation/graduation-requirements/).

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 heritagepr.gsu.edu, 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 enrollment.gsu.edu/assistance/.

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 cas.gsu.edu/graduate-studies/graduate-student-advising/. This petition procedure does not apply to department-based regulations.

3125 Departments and Institutes

Department	Main Office	Catalog Sections
Department of African-American Studies	962 One Park Place South; 404-413-5135	3130
Department of Anthropology	335 Sparks Hall; 404-413-5156	3140
Department of Applied Linguistics and English as a Second Language	15th Floor, 25 Park Place; 404-413-5200	3150
Department of Biology	495 Petit Science Center; 404-413-5300	3180
Department of Chemistry	380 Petit Science Center; 404-413-5500	3190
Department of Communication	8th Floor, 25 Park Place; 404-413-5600	3200
Department of Computer Science	7th Floor, 25 Park Place; 404-413-5700	3210
Creative Media Industries Institute	2nd Floor, 25 Park Place	
Department of English	23rd Floor, 25 Park Place; 404-413-5800	3220
Department of Geosciences	340 Kell Hall; 404-413-5750	3240
Gerontology Institute	605 One Park Place; 404-413-5210	3260
Global Studies Institute	14th floor, 25 Park Place	
Department of History	20th floor, 25 Park Place; 404-413-6385	3270, 3280

Department of Mathematics and Statistics	750 College of Education Building (14th floor, 25 Park Place summer 2017); 404-413-6400	3300
Neuroscience Institute	800 Petit Science Center; 404-413-5445	3320
Department of Philosophy	16th floor, 25 Park Place; 404-413-6100	3300
Department of Physics and Astronomy	6th Floor, 25 Park Place; 404-413-4033	3170, 3340
Department of Political Science	1005 Langdale Hall; 404-413-6159	3350
Department of Psychology	11th floor, Urban Life; 404-413-6200	3360
Department of Religious Studies	34 Peachtree Street, 11th floor; 404-413-6110	3370
Department of Sociology	1041 Langdale Hall; 404-413-6500	3380
Institute for Women's, Gender, and Sexuality Studies	22nd floor, 25 Park Place; 404-413-6587	3410
World Languages and Cultures	841 Langdale Hall (22nd floor, 25 Park Place summer 2017); 404-413-5980	3230, 3290, 3390, 3400

3126 Advanced Language and Literacy Science

Program Offered:

- **Graduate Certificate in Advanced Language and Literacy Science**

The objective of the Advanced Language and Literacy Science (ALLS) graduate certificate is to develop specialized knowledge in advanced language and literacy science with a specific focus on populations who have difficulty with the acquisition of language and literacy skills. These populations include, but not are not limited to: children growing up in poverty in urban contexts, children and adults with intellectual and developmental disabilities, autism, and other neurodevelopmental disorders, children with learning disabilities, children and adults who are deaf and hard of hearing, children and adults with communication impairments, and children and adults developing language and literacy in multilingual environments.

Program Requirements:

The certificate will consist of 18 credit hours. There will be four required courses for a total of 12 credit hours and two electives for a total of 6 credit hours.

1. Required courses (12)
    - PSYC 9930/EPY 9930 Measurement and Assessment in Advanced Language and Literacy Science (3)
    - PSYC 9920/EPY 9920 Language Development, Disorders and Intervention Research (3)
    - PSYC 9910/EPY 9910 Reading Development, Disorders, and Intervention Research (3)
    - PSYC 9900/EPY 9900 Special Topics: Research in Challenges of Acquiring Language and Literacy (1) (can be taken up to three times)
2. Select two electives from among the following list (6):
    - ANTH 6090 Language and Culture (3)
    - AL 8530 Issues in Second Language Writing (3)
    - AL 8550 Second Language Evaluation (3)
    - AL 8570 Second Language Reading-Writing Relation (3)
    - AL 8520 Psycholinguistics (3)
    - AL 8980 Current Issues in Secondary Language Acquisition (3)
    - AL 8490 Second Language Reading: Theory and Practice (3)
    - EDRD 8310 Theoretical Models and Processes of Literacy Learning (language, reading, and writing) (3)
    - EPY 8180 Learning in the School Age Child (3)
    - EPY 8960 Adult Literacy (3)
    - EPY 8200 Advanced Developmental Psychology: Cognition and Intellect (3)
    - PSYC 6400 Atypical Development (3)
    - PSYC 8551 Cognitive and Linguistic Development (3)
    - PSYC 9900: Language and the Brain (3)
    - PHIL 6530 Philosophy of Language (3)
    - PHIL 8530 Seminar in Philosophy of Language (3)

Scholastic Discipline Policy

After completing six credit hours and at the end of each term thereafter, certificate students are evaluated for continuation in the program. Evaluation will include meeting academic milestones in their doctoral programs. Unless exceptional circumstances are present, students with a GPA below 3.0 in graduate-level classes will be scholastically terminated from the certificate program.

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
aas.gsu.edu

Akinyela Umoja, Chair
Sarita Davis, Graduate Director

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 March 15th. 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 have a 3.0 cumulative undergraduate grade point average.
3. Applicants must submit a career goals statement (2-3 pages).
4. Applicants must submit a writing sample of their previous scholarly work (10-20 pages)
5. Applicants must submit three letters of recommendation which assess the ability of the student to undertake graduate study.

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 fifteen(15) 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)
    - AAS 6012 Qualitative Research Methods (3)
    - AAS 6052 African Women and Social Political Changes (3)
2. Students must complete three (3) hours of global competency by completing either
    - AAS 6050 African Social Movements (3), or
    - AAS 6052 African Women and Social Movements (3)
3. 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:

        - AAS 6015 Methods in African American Oral History (3)
        - AAS 6016 Critical Pedagogy and African American Education (3)
        - AAS 6020 African-American Social Movements (3)
        - AAS 6022 The New African American Urban History and the Intervention of the Black Southern Diaspora (3)
        - AAS 6025 Seminar in African-American History (4)
        - AAS 6026 Seminar in African-American Women's History (4)
        - AAS 6027 Seminar in Southern Black Freedom Struggle (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 Diversity 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)

        - AAS 6095 Race, Class and Gender in Contemporary South Africa (3)
    - 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)
        - AAS 6065 Black Visual Representation: The Iconography of the African Diaspora (3)
4. Students non-designated African-American Studies coursework requires prior approval from the graduate director.
5. Students must complete at least six (6) credit hours of AAS 8999 Thesis Research.
6. Students must submit an approved thesis.
7. 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
anthropology.gsu.edu

Kathryn A. Kozaitis, Chair
Jennifer Patico, Director of Graduate Studies

The Master of Arts (M.A.) degree program in anthropology provides 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 Department of 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 may 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 may pursue specialized training in methods, problems, and theories for a career in urban applied anthropology–applications of anthropological knowledge to assess and help meet community needs, identify and help solve social problems, or write and help to implement policy. For example, students who seek training in applied sociocultural anthropology conduct participatory action research in urban domains of policy and practice, including medical, educational, and other social servicesettings. Students with career interests in public archaeology study within cultural resource management (CRM) firms and museums. All students have the option to complete an internship for academic credit as part of their curriculum in such agencies as CARE, the Carter Center, the Georgia Bureau of Investigation, and at any of the multiple human service organization that serve immigrants and refugees in metropolitan Atlanta.

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. Students may choose either option in consultation with their advisor. The Thesis Option requires primary basic research on an issue relative to the student's subdiscipline of concentration, e.g. archaeological, biological, cultural, or linguistic anthropology. The Practicum Option requires primary applied research on a problem relative to the student's chosen domain of professional anthropology, e.g. health, education, business, cultural preservation, museums, forensics, development, advocacy, policy, community building, and other programs and interventions to advance social justice. Finally, the Internship Option allows students to use their experiences during a semester internship as the basis for a final project. The M.A. program is designed to be completed in two years. During the first year, all students are required to demonstrate

competence in topics, 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, the Georgia Institute of Technology, the Atlanta University Center, the Center for Disease Control and Prevention, the University of Georgia, and the Georgia Regents University in Augusta. Students can also choose to participate in our department's collaborative programs with the Fernbank Museum of Natural History, the Atlanta History Center, 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. Curriculum vitae or resume.
C. 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 (4) 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. Thesis option: Either six credit hours of ANTH 8999* (Thesis Research), or three credit hours of ANTH 8999* plus ANTH 8060 (Writing Seminar in Anthropology).
7. Practicum option: Either three credit hours of ANTH 8990* (Research Practicum), or ANTH 8060 (Writing Seminar in Anthropology).
8. Internship option: Three credit hours of ANTH 8910* (Internship).
9. Oral defense of thesis, research practicum paper, or internship paper.

* Indicates courses graded on a satisfactory/unsatisfactory basis. Grades do not affect GPA.

3150 Applied Linguistics and English as a Second Language

Programs Offered:

- **Master of Arts in Applied Linguistics**
- **Dual B.A./M.A. in Applied Linguistics**
- **Doctor of Philosophy in Applied Linguistics**
- **Graduate Certificate in Teaching English to Speakers of Other Languages**

Department of Applied Linguistics and English as a Second Language
15th Floor, 25 Park Place Bldg.
404-413-5200
alesl.gsu.edu

Diane Belcher, Chair
YouJin Kim, Director of Graduate Studies
Email: ykim39@gsu.edu

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.

Students can also receive a Graduate TESOL Certificate during their course of study.

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 TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System) .

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)
    - Select one course:
        - AL 8900 Practicum in Teaching English to Speakers of Other Languages (3)
        - 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:
    1. Successful completion of one academic year of a university-level foreign language sequence (three quarters or two semesters of the same language), or
    2. Successful completion of two quarters or one semester of a non-Western language, or
    3. One year living/studying abroad as an adult, or
    4. 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 or IELTS;
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
- Area II: Language Analysis and Use
- Area III: Language Learning and Teaching

The five required core courses from Areas I through III are the following:

Area I:

- AL 8960 Quantitative Research Methods (3)
- AL 8961 Qualitative Research Methods (3)

Area II:

- AL 8970 Linguistic Analysis (phonetics-phonology topic)* (3)
- AL 8970 Linguistic Analysis (morphology-syntax-semantics topic)* (3)

Area III:

- AL 8980 Current Issues in Adult Second Language Acquisition (3)
- AL 8990 Current Issues in the Preparation of Second Language Teachers (3)

*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 Exam

The purpose of the Qualifying Exam is for the PhD student to demonstrate theory and content knowledge, research and methodology competence, and communication skills, as well as to develop a plan of study. It consists of a Qualifying Paper and a meeting with a faculty committee (the "exam" proper).

The Qualifying Paper is an empirical paper that is completed in a course during their first year in the program. The goals of the meeting with the faculty are to discuss the paper and to advise the student on a plan for the rest of their 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.

Dual B.A./M.A. Program in Applied Linguistics

The department offers a dual Bachelor of Arts and Master of Arts in Applied Linguistics. The dual degree opportunity enables qualified students to enroll in graduate courses late in their undergraduate program and apply the coursework toward both the bachelor's and master's programs.

Students must be formally accepted into the dual degree program by the department and College of Arts and Sciences to be able to take graduate courses as an undergraduate. Additionally, acceptance into the dual program does not constitute admission to the master's program. Students must fulfill regular graduate admissions requirements and apply for the master's program following college processes.

Information about the dual program, including application instructions and program requirements, can be found at cas.gsu.edu/dual-degrees/.

Graduate Certificate in Teaching English to Speakers of Other Languages

The Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL) will be awarded to students who successfully complete a series of five graduate courses (15 hours) offered by the Department of AL/ESL. The Graduate TESOL Certificate is an entry-level credential for those who plan short-term stays overseas or who are interested in employment in adult schools, private language institutes, or non-profit organizations that offer adult English language courses.

Through this certificate program, students will:

- Learn language teaching methodology and principles of second language acquisition
- Study the nature of language and the structure of English
- Gain practical experience in language classrooms

Program Requirements:

- Required foundational courses: 9 hours of the following courses
    - AL 8450 Approaches to Teaching English as a Second/Foreign Language (3)
    - AL 8240 General Linguistics (3)
    - Select one:
        - AL 8900 Practicum (3)
        - AL 8480 Classroom Practices (3)
        - AL 8410 International Internship (3)
- Elective courses: 6 credit hours from the following courses
    - AL 8250 Second Language Acquisition (3)
    - AL 8320 Sound System of English (3)
    - AL 8460 English Grammar for ESL/EFL Teachers (3)

3170 Astronomy

Programs Offered:

- **Master of Science**
  - **Physics Master of Science with a Concentration in Astronomy (see section 3340)**
- **Doctor of Philosophy in Astronomy**

Department of Physics and Astronomy
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404-413-6033
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Email (Administrative Coordinator): kwright14@gsu.edu
Email (Director of Graduate Studies): slepine@astro.gsu.edu

D. Michael Crenshaw, Chair
Sebastien Lepine, 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 address above. Applications should be submitted online through the Graduate Admissions system of the College of Arts and Sciences (http://cas.gsu.edu/graduate-studies/admissions/).

Degree Requirements

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

1. Students must either complete or exempt PHYS 6510, PHYS 6520, 6810], PHYS 7600, and PHYS 7700 (0-17 credit-hours). 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 the following six core courses (20):
   - ASTR 6200 Applications in Modern Astronomy (3)
   - ASTR 6100 Astronomical Techniques and Instrumentation (3)
   - ASTR 8000 Stellar Atmospheres and Spectroscopy (4 credit-hours)
   - ASTR 8100 Stellar Structure and Evolution (4)
   - ASTR 8300 Interstellar Medium (3)
   - ASTR 8400 Extragalactic Astronomy (3)

    - Students seeking a Ph.D. degree in Astronomy must complete at least 15 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 either ASTR 8710 Research Topics in Astronomy or ASTR 8910 Directed Study can count towards the degree. Alternatively, up to 12 hours of 8000-level physics (PHYS) or computer science (CSC) courses may be counted against the minimum of 15 additional hours
4. Satisfactory completion of one hour of ASTR 6300 Teaching Astronomy and two hours of ASTR 6310 Teaching Astronomy Lab Practicum.
5. A minimum of 30 hours of ASTR 9999 Doctoral Dissertation Research must be completed; only 34 hours of these count towards the 71 hours for the Ph.D.
6. Proficiency in an approved language or research skill. Contact the graduate director for details.
7. General Examinations:
    - 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.
    - 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.
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 and discussion of the student's proposed dissertation research, by the end of the third year after admission to the program.
10. A dissertation.
11. A final oral presentation and defense of the dissertation.

Prior to registration each semester, students should 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**
- **Dual B.S./M.S. in Biology**
- **General degree**
    - **Concentration in Applied and Environmental Microbiology (AEM)**
    - **Concentration in Biotechnology**
    - **Concentration in Cellular and Molecular Biology and Physiology (CMBP)**
    - **Concentration in Medical Science**
    - **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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Yi Pan, Interim Chair
Ritu Aneja, Director of Doctoral Program
William Walthall, Director of Master's Program

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, Tameka Hudson, at the addresses above.

Additional Admission Requirements

In addition to the general requirements of the College of Arts and Sciences, the Department of Biology has the following requirement. Applicants must complete and submit the Supplemental Application form for Biological Sciences to the Biology Department.

Degree Requirements

Master of Science

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

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

All entering M.S. students 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.

Non-Thesis Option (40 hours):

1. Forty hours of classroom coursework, to be selected from 6000 and 8000-level courses, must include:
    - 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.
    - 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:
    - 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.
    - 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:

Interested students must apply for admission to the M.S. program and the biotechnology concentration. In addition to the personal statement, a second letter must be submitted that provides a rationale for entering this concentration and a description of three specific areas of training that the individual would like to pursue. 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 seminar courses this must include at least one BIOL 8700 and can include a second BIOL 8700 or BIOL 6960 or BIOL 6970.
5. Fifteen hours of interdisciplinary coursework to be selected from among the following:
    - CSC 6310 Parallel and Distributed Computing (4) [Prerequisites: CSC 7350 (Python Programming I for Bioinformatics), CSC 7351 (Python Programming II for Bioinformatics),

and CSC 7352 (Unix/C Programming for Bioinformatics)].
- CSC 6350 Software Engineering (4) [Prerequisites: CSC 7352 (Python Programming II for Bioinformatics); CSC 7351 is a prerequisite for CSC 7352].
- CSC 6710 Database Systems (4) [Prerequisites: CSC 7352 (Python Programming II for Bioinformatics); CSC 7351 is a prerequisite for CSC 7352].
- CSC 6730 Data Visualization (4) [Prerequisites: CSC 7350 (Python Programming I for Bioinformatics), CSC 7351 (Python Programming II for Bioinformatics), and CSC 7352 (Unix/C Programming for Bioinformatics)].
- CSC 6740 Data Mining (4) [Prerequisite: CSC 7350 (Python Programming I for Bioinformatics) and CSC 7351 (Python Programming II for Bioinformatics II)]
- CSC 6810 Artificial Intelligence (4) [Prerequisite: CSC 7351 (Python Programming I for Bioinformatics) and CSC 6330 (Programming Lang Concepts)].
- CSC 8630 Advanced Bioinformatics (4) [Prerequisite: BIOL 6640/CSC 6640 (Fundamentals of Bioinformatics)].
- CSC 8850 Machine Learning (4) [Prerequisite: CSC 6520 (Design & Analysis-Algorithms)].
- 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.

M.S. in Biology with a Concentration in Medical Science

The MBMS Program is designed to provide advanced medical instruction to students at GSU. The Master's Program consists of three required courses, a choice of electives, and one capstone course for a total of 40 credit hours.

Degree Requirements (40 hours)

1. Required Prerequisite Courses. The credit hours in this section will not count toward the Master's Degree. The student MUST take the following prerequisite courses, or have taken equivalent courses at the undergraduate level and received a grade no lower than a B in the following:
    - BIOL 7800 Cell Molecular Biology (3)
    - BIOL 7240 Human Physiology (3)
    - BIOL 7250 Human Physiology Lab (1)
2. Required courses (2)
    - BIOL 8700 Graduate Seminar (2)
3. Science Elective Courses (24-28 hours). The student must complete 24-28 CH of the following courses with a grade no lower than a B:
    - BIOL 6930 Surgical Anatomy (4)*
    - BIOL 6246 Advanced Human Physiology (4)
    - BIOL 6428 Medical Microbiology (4)
    - BIOL 6115 Medical Neurobiology (4)
    - BIOL 6102 Neurobiology (4)
    - BIOL 6278 Immunology (4)
    - BIOL 6074 Developmental Biology (4)
    - BIOL 6240 Endocrinology (4)
    - BIOL 6686 Pathophysiology (4)
    - BIOL 6685 Functional Histology (4)
    - BIOL 6282 Tumor Immunotherapy (4)
    - BIOL 6248 Cell Physiology (4)
    - CHEM 6610 Biochemistry II (4)
    - BIOL 6800 Advanced Cell Biology (4)
    - BIOL 6500 Human Genetics (4)
    - BIOL 6450 Bacterial Pathogenesis (4)
    - [Bio 6545] Bioethics (4)

      *Physician's Assistant Admissions require 4 credit hours of a physiology and lab course and 4 credit hours of an anatomy course/lab. BIOL 7240/BIOL 7250 and BIOL 6930 Surgical Anatomy would meet these requirements. Check with your institution to verify prerequisite requirements as these may differ.
4. Additional Elective Courses (6-9 hours) Choose two of the following:
    - GERO 8102 Life Course Sociology (3)
    - GERO 7200 Health and the Older Adult (3)
    - GERO 8320 Psychology of Aging (3)
    - PH 7011 Intro to Epidemiology (3)
    - BIOL 7021 Infectious Disease and Society (3)
    - HA 8160 Intro to Health Care System (3)

- HA 8190 Health Policy & Ethics (3)
- NUTR 6700 Med Biochem Principles (3)
- BIOL 6744 Biostatistics or PH 7017 Fundamentals of Biostatistics (3)
- SNHP 6010 Medical Terminology (3) online course

5. Capstone Courses (choose 4 hours)
    - BIOL 8888 Non-thesis Masters Research project (4)
    - BIOL 6916 Clinical Internship (4) (course has a prerequisite of BIOL 6930 and BIOL 6686).

Financial Aid

Title IV Financial Aid provides assistance in the form of Work Study. Students can get assistance via teaching which builds leadership skills. Teaching does not count toward tuition waiver or course credit, however. Contact the advisors if interested in this option.

Dual B.S./M.S. Program in Biology

The department offers a dual Bachelor of Science and Master of Science in Biology. The dual degree opportunity enables qualified students to enroll in graduate courses late in their undergraduate program and apply the coursework toward both the bachelor's and master's programs.

Students must be formally accepted into the dual degree program by the department and College of Arts and Sciences to be able to take graduate courses as an undergraduate. Additionally, acceptance into the dual program does not constitute admission to the master's program. Students must fulfill regular graduate admissions requirements and apply for the master's program following college processes.

Information about the dual program, including application instructions and program requirements, can be found at cas.gsu.edu/dual-degrees/.

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:
    - Discipline-specific core courses (8 hours)
    - Discipline-specific electives (8 hours)
    - Discipline-specific topics/concepts and seminar (14 hours, which must include at least 6 hours of topics or concepts and two hours of BIOL 8550 and three hours of BIOL 6801)
    - BIOL 9991 or BIOL 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 BIOL 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 BIOL 8610.
- Cellular and Molecular Biology and Physiology: BIOL 8220 and BIOL 8248.
- Molecular Genetics and Biochemistry: BIOL 8610 and BIOL 8620.
- Molecular Genetics & Biochemistry with Interdisciplinary Specialization in Bioinformatics: BIOL 8610 and BIOL 8620.
- Neurobiology and Behavior: BIOL 8010 and BIOL 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***
- **Dual B.S./M.S. 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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Fax: 404-413-5505
Email: chemgradstudent@gsu.edu
chemistry.gsu.edu

Dr. Peng George Wang, Chair
Dr. Donald Hamelberg, Associate Chair and Director of Graduate Studies
Dr. Jun Yin, 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 are awarded by the department to outstanding Ph.D. students, including the Ambrose Pendergrast Fellowship, the David Withers Boykin Graduate Fellowship in Medicinal Chemistry, the Al Baumstark Award in Chemistry, the Robert "Pete" Pullen Family Scholarship in Analytical Chemistry, and the Harry P. Hopkins, Jr. Scholarship in Physical Chemistry. In addition graduate fellowships 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 health insurance. Support is contingent on students 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. CHEM 8910 Directed Research in Chemistry may be used (1-15 hours).
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)

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. May be repeated for an additional 3 hours if the topics vary.

d. The coursework must be approved by the Director of Graduate Studies in the Department of Chemistry.
2. Proficiency in a world 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.

Mathematics 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.

Dual B.S./M.S. Program in Chemistry

The department offers a dual Bachelor of Science and Master of Science in Chemistry. The dual degree opportunity enables qualified students to enroll in graduate courses late in their undergraduate program and apply the coursework toward both the bachelor's and master's programs.

Students must be formally accepted into the dual degree program by the department and College of Arts and Sciences to be able to take graduate courses as an undergraduate. Additionally, acceptance into the dual program does not constitute admission to the master's program. Students must fulfill regular graduate admissions requirements and apply for the master's program following college processes.

Information about the dual program, including application instructions and program requirements, can be found at cas.gsu.edu/dual-degrees/.

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 Ph.D. degree in geochemistry.

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, CHEM 6610, CHEM 6230, CHEM 6630, CHEM 8360, CHEM 8370, or approved substitutes;
B. Area Electives (6 hours) – To be selected from CHEM 6400, CHEM 6410, CHEM 6015, CHEM 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, CHEM 6450, CHEM 8800, CHEM 8900, [Chem 8910, CHEM 8970, or approved substitutes;
E. Research (40 hours) CHEM 8900, CHEM 8910, or CHEM 9999 (at least 20 hours must be CHEM 9999).

Biophysical Chemistry

A. Core courses (9 hours) – CHEM 6110, CHEM 6120, and/or CHEM 8510 and choice of CHEM 6190, CHEM 6370, CHEM 6450, CHEM 6590, CHEM 6780, CHEM 8450, or approved substitutes;
B. Area Electives: (6 hours) – To be selected from CHEM 6600, CHEM 6610, CHEM 6015, CHEM 8360, CHEM 8370 and/or CHEM 6410 and/or BIOL 6890, BIOL 8500, BIOL 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 8970/CHEM 8970, BIOL 8700; CHEM 6050, CHEM 6450, CHEM 8800 and other approved electives;
E. Research (40 hours) CHEM 8900, CHEM 8910, or CHEM 9999 (at least 20 hours must be CHEM 9999).

Organic Chemistry

A. Core courses (9 hours) – CHEM 6400, CHEM 6410, CHEM 6430, CHEM 6650, CHEM 6330, CHEM 8400, or approved substitutes;
B. Area Electives (6 hours) – To be selected from CHEM 6600, CHEM 6610, CHEM 6370, CHEM 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 8970/CHEM 8970, BIOL 8700, CHEM 6050, CHEM 6450, CHEM 8800, CHEM 8900, CHEM 8910, CHEM 8970, or approved substitutes;
E. Research (40 hours) CHEM 8900, CHEM 8910, or CHEM 9999 (at least 20 hours must be CHEM 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, CHEM 6400, CHEM 6410, CHEM 6600 , CHEM 6610, CHEM 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 8970/CHEM 8970, BIOL 8700, CHEM 6050, CHEM 6450, CHEM 8800, CHEM 8900, CHEM 8910, CHEM 8970, or approved substitutes;
E. Research (40 hours) CHEM 8900, CHEM 8910, or CHEM 9999 (at least 20 hours must be CHEM 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, CSC 6310, CSC 6730, CSC 6840, CSC 8710, CSC 8711, and STAT 8090, STAT 8440, STAT 8540, STAT 8561, STAT 8630, STAT 8660, and STAT 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 CHEM 9999).

Geochemistry

Please refer to the Geosciences section for PhD degree requirements in Chemistry with a concentration in geochemistry.

3200 Communication

Programs Offered:

- **Master of Arts in Communication**
  - **Concentration in Film, Video, and Digital Imaging (see 10140)**
  - **Concentration in Human Communication**
  - **Concentration in Mass Communication**
- **Dual B.A. in Film and Video/ M.A. in Communication, Film/Video Concentration (see 10140)**
- **Doctor of Philosophy in Communication Studies**
  - **Concentration in Public Communication**
  - **Concentration in Moving Image Studies (see 10140)**

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Greg Lisby, Chair
Jaye Atkinson, Associate Chair
Holley Wilkin, Director of Graduate Studies
Nathan Atkinson, Director of Graduate 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 email address 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 statement of educational or career goals.
    - Two letters of recommendation from individuals who can evaluate the applicant's potential to do graduate work in Communication.
    - An above-average undergraduate grade-point average (a minimally qualified applicant typically will achieve at least a 3.0).
    - A sufficiently high score on the verbal portion of the Graduate Records Examination prior to consideration for acceptance into the graduate degree program.
2. Applicants to the Ph.D. program must submit:
    - A statement of educational or career goals.
    - Three letters of recommendation from individuals who can evaluate the applicant's potential to do graduate work in Communication.
    - An above average undergraduate and master's grade point average.
    - Satisfactory scores on the General Test of the GRE (and, for international students, the TOEFL Examination).
    - 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 March 15 for fall semester and October 15 for spring semester. Deadline for applications for international students is March 15 for fall semester and October 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 department or review the GoSolar or catalog course listings to determine if a course includes a lab fee.

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.

Master of Arts (Course-Intensive option: minimum 36 hours)

1. Six hours of core courses: COMM 6010 Issues and Perspectives in Communication and COMM 6030 (Research Methods in Communication. Students in the FVI track are also required to take the core COMM 6020 Advanced Film Theory.
2. Eighteen to twenty-seven additional hours in communication courses designated by the area of emphasis (film/video and digital, mass communication, and human communication and social influence).
3. Optional 0–6 hours of allied coursework in another area of emphasis or outside the department as approved by the advisor
4. Two additional approved elective courses, where the credit hours total to a full six hours substitution

Doctor of Philosophy in Communication Studies (Minimum of 68 hours beyond the master's degree)

1. Five hours of core courses (Ph.D. Introduction to Graduate Studies and three hours of Communication Pedagogy).
2. Twenty-nine 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 successful dissertation prospectus.
8. A successful 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)**
- **Dual B.S./M.S. Program in Computer Science**
- **Doctor of Philosophy (Ph.D.) in Computer Science**
- **Doctor of Philosophy (Ph.D.) in Computer Science (Bioinformatics Concentration)**

Department of Computer Science
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Rajshekhar Sunderraman, Interim Chair and 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/CSC 6210 Computer Architecture (4)
        - CSC 4320/CSC 6320 Operating Systems (4)
        - CSC 4330/CSC 6330 Programming Language Concepts (4)
        - CSC 4350/CSC 6350 Software Engineering (4)
        - CSC 4510/CSC 6510 Automata (4)
        - CSC 4520/CSC 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/Course Only (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.
    - Course Only Option: Two additional courses, one at the 6000-level or above in computer science exclusive of Foundation, Research, Thesis Research, and Independent Study courses and the other at the 8000-level exclusive of Research, Thesis Research, and Independent Study courses.

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/Course Only (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.
    - Course Only option requires one additional classroom taught 6000-level or higher computer science course and another 8000-level classroom taught course.

Dual B.S./M.S. in Computer Science

The department offers a dual Bachelor of Science and Master of Science in Computer Science. The dual degree opportunity enables qualified students to enroll in graduate courses late in their undergraduate program and apply the coursework toward both the bachelor's and master's programs.

Students must be formally accepted into the dual degree program by the department and College of Arts and Sciences to be able to take graduate courses as an undergraduate. Additionally, acceptance into the dual program does not constitute admission to the master's program. Students must fulfill regular graduate admissions requirements and apply for the master's program following college processes.

Information about the dual program, including application instructions and program requirements, can be found at cas.gsu.edu/dual-degrees/.

Ph.D. Computer Science

Note: Students enrolled in this program mush maintain 3.5 GPA in coursework at Georgia State University.

1. Foundation Coursework. If any of the following foundation courses in computer science or mathematics has not been taken in another program, these must be completed at the earliest. 4000-level foundation courses must be taken as their 6000-level counterparts by graduate students.
    - 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/CSC 6210 Computer Architecture (4)
        - CSC 4320/CSC 6320 Operating Systems (4)
        - CSC 4330/CSC 6330 Programming Language Concepts (4)
        - CSC 4350/CSC 6350 Software Engineering (4)
        - CSC 4510/CSC 6510 Automata (4)
        - CSC 4520/CSC 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.
2. Ph.D. Coursework (48 hours)
   Of these 48 hours, no more than 12 hours can be taken at the 6000 level. These 12 hours exclude any of the foundation courses previously listed.

    - CSc 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, 8251)
        - 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.
3. 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.
4. 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.
5. 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).
6. Dissertation (24 hours of CSC 9999).
7. Written dissertation and oral defense.

Ph.D. Computer Science (Bioinformatics Concentration)

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

1. Foundation Coursework. If any of the following foundation courses in computer science or mathematics has not been taken in another program, these must be completed at the earliest. 4000-level foundation courses must be taken as their 6000-level counterparts by graduate students.
    - 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/CSC 6210 Computer Architecture (4)
        - CSC 4320/CSC 6320 Operating Systems (4)
        - CSC 4330/CSC 6330 Programming Language Concepts (4)
        - CSC 4350/CSC 6350 Software Engineering (4)
        - CSC 4510/CSC 6510 Automata (4)
        - CSC 4520/CSC 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.
2. 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).
3. Qualifying Process: same as in regular Ph.D. requirements.
4. Dissertation Committee: same as in regular Ph.D. requirements except one member must be a biologist or chemist.
5. Candidacy Examination: same as in regular Ph.D. requirements.
6. Dissertation (24 hours of CSC 9999): Research should involve a current topic in bioinformatics.
7. 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**

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Lynée Gaillet, Chair
Audrey Goodman, Associate Chair
Chris Kocela, Director of Graduate Studies
Tanya Caldwell, Associate Director of Graduate Studies
Jody Brooks, Assistant 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 prepares students for further graduate study or for careers in writing, editing, technical communications, research, or business. Time to degree for the M.A. program depends on whether students choose the M.A. thesis track (available in all concentrations), or the M.A. independent study track, (available only in the literary studies and rhetoric and composition concentrations). The M.A. thesis track usually requires two to three years of study, while the M.A. independent study track is designed to enable students to complete the degree within four semesters. 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 of the College of Arts and Sciences. At the end of the next 18 hours of enrollment, the student must achieve a 3.0 cumulative GPA, or the College of Arts and Sciences will dismiss the student.

Non-Degree and Transient Student Admission

Students may be admitted on a non-degree status only if classroom space is available. Preference will be given to degree students. Students must complete an application, submit two transcripts of all previous college or university work, and provide a list of courses they wish to take. Only six credit hours earned while on non-degree status may later be applied to degree programs. Transient students must reapply each semester.

Further Information

Application forms and information about the Graduate Record Examination (GRE) and other materials are available at http://cas.gsu.edu/graduate-studies/admissions/. If you have any questions about graduate studies in English, please call 404-413-5800 to make an appointment to see the Director of Graduate Studies.

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 M.A. programs in the spring and fall semesters of the academic year; admission to the M.F.A. program occurs only in the fall semester. The Director of Graduate Studies in English will consider only complete admission files. Applicants are responsible for seeing that their admission files are complete by the deadlines for admission published in the current edition of this catalog.

The 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. Transcripts of all previous college or university work. Students should upload unofficial transcripts from every post-secondary institution directly to the application. Any student offered admission will need to have official transcripts sent to the Office of Graduate Services.
4. Two letters of recommendation sent directly from persons who testify to the applicant's ability to do graduate work;
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 (M.F.A. Fiction, M.F.A. Poetry, M.A. Fiction, M.A. Poetry.)

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.

The Graduate Research Skill Requirement

The Graduate Research Skill Requirement will connect to, and further, a graduate student's selected field of study and program emphases. Graduate Research Skill may be defined as the acquiring and practice of specialized skills, methods, and linguistic or language studies that include world languages (spoken fluency, written competency, reading knowledge, or translating from English into a world language, or translating from a world language into English), translation studies, or a specialized language system, such as digital humanities and/or emerging communication technologies. Note: The Graduate Research Skill is not a requirement of the M.F.A. program.

The Graduate Research Skill Requirement may be fulfilled with or by:

1. A sequence of undergraduate courses in a world language (French, German, Italian, Spanish, etc.) culminating in a grade of B or better in an intermediate course (numbered 2002 or higher) completed within five years of admission to the graduate program;
2. A grade of B or better in a world language course numbered 2002 or higher taken while in the graduate program;
3. Passing a CLEP examination in a world language;
4. Passing a translation examination administered by the Department of World Languages and Cultures;
5. Passing any other course (with a grade of B or better) or examination representing the acquisition and practice of a research skill that may be proposed by the student and approved by the Graduate Admissions and Review Committee.

The Graduate Research Skill Requirement may be fulfilled at the level of the M.A. or Ph.D. Students who fulfill the requirement during their M.A. program will have no further research skill requirement to fulfill at the doctoral level. Doctoral students who did not satisfy the requirement during their M.A. program must do so before taking any doctoral exams.

Time Limit

All requirements for a master's degree must be completed within seven years.

Master of Arts, Concentration in Literary Studies

Candidates for the M.A. with concentration in literary studies may choose either the thesis or independent study track.

Thesis Track

This track 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 semester);
3. Three hours in English language study (ENGL 8005 Practical Grammar; ENGL 8080 Modern Grammar; ENGL 8090 History of the English Language; ENGL 8210 Old English; ENGL 8250 Middle English; ENGL 8230 American English; ENGL 8245 African-American English);
4. Three hours in literary theory/critical methodology/cultural studies (ENGL 6020, ENGL 6100, ENGL 6110, or ENGL 8200 Folklore; ENGL 8060 Literary Criticism; ENGL 8065 Foundations of Modern Critical Theory; ENGL 8070 Contemporary Literary Theory; ENGL 8075 Feminist Literary Theory; ENGL 9050 Topics in Contemporary Literary Theory and Criticism);
5. Nine hours in literature before circa 1800;
6. Nine hours literature after circa 1800;
7. Of the eighteen hours in areas 5 and 6, six hours must be in British literature; six hours must be in American literature; and three hours must be in transnational, diasporic, multi-ethnic, racially diverse, and/or postcolonial Anglophone literature (African, African-American, Irish, Native-American, Caribbean, Asian-American, Southeast Asian, Hispanic, etc.)
8. In the interests of fostering interdisciplinary study, and with written approval by the Director of Graduate Studies, up to six hours of electives may be substituted for any two courses described in areas 3-7 above. Electives may include transfer courses; GSU English Department courses *outside* the Literary Studies concentration (e.g., Rhet/Comp); courses taken from other GSU departments (History, Communications, Philosophy, etc.); or courses taken through the GSU cross-registration system. However, in ordinary circumstances, no substitutions *within* the Lit Studies concentration will be approved (no swapping a second course in theory for a pre-1800 lit); moreover, to be approved, any course proposed as a substitute must clearly and strongly relate to the area of the targeted course (Renaissance Art History or Colonial American History for a pre-1800 lit course, or a seminar on Hegel, Nietzsche, or Marx from Philosophy as a substitute for Foundations of Modern Critical Theory, for examples).
9. Six hours of ENGL 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 proposal for approval by their thesis committee. The proposal 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 ENGL 8999 Thesis Research.

Independent Study Track

This track requires completion of 27 hours of graduate coursework (9 courses), plus three hours of thesis credit, and an Independent Study Project (20-25 pages excluding notes and reference material) approved by a committee as described below.

Coursework

1. ENGL 8000 Bibliography and Research Methods
2. Three hours in English language study from among the following: ENGL 8005 Practical Grammar; ENGL 8080 Modern Grammar; ENGL 8090 History of the English Language; ENGL 8210 Old English; ENGL 8250 Middle English; ENGL 8230 American English; ENGL 8245 African-American English)
3. Three hours in literary theory/critical methodology/cultural studies from among the following: FOLK 6020 America's Folk Crafts, FOLK 6100 British Folk Culture, FOLK 6110 Irish Folk Culture, or FOLK 8200 Folklore; ENGL 8060 Literary Criticism; ENGL 8065 Foundations of Modern Critical Theory; ENGL 8070 Contemporary Literary Theory; ENGL 8075 Feminist Literary Theory; ENGL 9050 Topics in Contemporary Literary Theory and Criticism)
4. Nine hours in literature before circa 1800
5. Nine hours in literature after circa 1800
6. Of the eighteen hours in areas 4 and 5, three hours must be in British literature; three hours must be in American literature, and three hours must be in transnational, diasporic, multi-ethnic, racially diverse, and/or postcolonial Anglophone literature
7. Up to three hours of internships can be used to satisfy requirements in areas 4 and 5.
8. Three hours of ENGL 8999 Thesis Research.

Independent Study Project

This project will consist of a substantial, article-length treatment of a research topic 20-25 pages in length, excluding critical apparatus. The Independent Study Project could originate as an essay written in one of the courses taken by the student toward completion of the degree, in which case the Project Advisor may be the professor who taught that course. As per College of Arts and Sciences requirements, the Independent Study Project must also be read by two other faculty members in the department, one of whom, in addition to the Project Advisor, must approve the project by the appropriate College deadline for graduation. Readers of the Project are to be selected by the student in consultation with his/her Advisor.

Master of Arts, Concentration in Rhetoric and Composition

Information about the rhetoric and composition program is available at www.rhetcomp.gsu.edu.

Candidates for the M.A. with concentration in rhetoric and composition may choose either the thesis or independent study track.

Thesis Track

This track requires completion of 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.

Coursework

In the interests of facilitating broad historical and disciplinary coverage across the areas of rhetoric, composition, professional writing, and technical communication, 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), ENGL 8170 Classical Rhetoric: Greek, ENGL 8120 Writing for Academic Publication (ProSeminar), and ENGL 8180 Composition Theory;
2. Twelve additional hours of rhetoric and composition courses and strongly related courses;
3. Six hours of electives (may be taken in any related fields of study);
4. Six hours of ENGL 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.

Graduate Research Skill Requirement

Candidates for the M.A. with an emphasis in rhetoric, composition, and technical and professional writing are expected to fulfill the graduate research requirement or to have received a grade of B or higher in both ENGL 8121 (Rhetoric of Digital Media) and ENGL 8123 (Digital Media Production).

Independent Study Track

This track requires completion of 27 hours of graduate coursework (9 courses), plus three hours of thesis credit, and an Independent Study Project (20-25 pages excluding notes and reference material) approved by a committee as described below. Completion of an internship as substitute for 3 to 6 hours of required coursework is strongly recommended.

Coursework

1. ENGL 8180 Composition Theory (should be taken in the first semester); ENGL 8170 Classical Rhetoric: Greek (should be taken in the first semester); ENGL 8125 Writing and Research Methods and Methodology (should be taken in the second semester)
2. Nine hours of rhetoric and composition or strongly related courses from among the following: ENGL 6510 Grant and Proposal Writing; ENGL 8115 Technical Writing; ENGL 8121 Digital Rhetoric; ENGL 8123 Digital Media Production; ENGL 8150 Modern and Contemporary Rhetorical Theory; ENGL 8005 Practical Grammar; ENGL 8080 Modern Grammar
3. Three hours Directed Reading in the area of specialization in which Independent Study Project is to be written.
4. Six hours electives (may be taken in related fields of study) and/or Internship(s).
5. Three hours of ENGL 8999 Thesis Research.

Independent Study Project:

This project may involve digital and workplace projects as well as textual studies, and can be either a substantial (20-25 pages) academic paper or equivalent digital project. In any event, the Independent Study Project must originate as a text/assignment within one of the courses taken by the student toward completion of the degree, and the Project Advisor will be the professor who taught the course in which the text/assignment originated. As per College of Arts and Sciences requirements, the Independent Study Project must also be read by two other faculty members in the department, at least one of whom, in addition to the Project Advisor, must approve the project by the appropriate College deadline for graduation. Readers of the Project are to be selected by the student in consultation with his/her Advisor.

Graduate Research Skill Requirement

Satisfaction of this requirement remains the same as for the thesis track M.A in English, Concentration in Rhetoric and Composition.

Master of Arts, Concentration in Creative Writing

The Master of Arts in English, Concentration in Creative Writing is appropriate for those 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 M.F.A. or doctoral level. Upon attaining the M.A. degree, students will have acquired a productive specific knowledge of their chosen genre/area of specialization (either Poetry or Fiction).

The M.A., Concentration in Creative Writing student must satisfactorily complete 27 credit hours of graduate coursework (9 courses), plus 6 hours of thesis research credit.

All Poetry and Fiction workshops (ENGL 8020 Poetry Writing, ENGL 8030 Fiction Writing), creative writing craft courses (ENGL 8201 Contemporary Poetry, ENGL 8202 Contemporary Fiction Craft, ENGL 8203 20th-Century American & British Poetry Craft I), and form and theory coursework (ENGL 8160 Form and Theory of Literary Craft) must be completed at Georgia State University during the degree program.

Coursework

Candidates for the M.A., Concentration in Creative Writing must satisfactorily complete 27 hours of graduate coursework, including

1. Twelve hours of either ENGL 8020 Poetry Writing or ENGL 8030 Fiction Writing depending on the program to which the student was admitted;
2. Six hours of either ENGL 8160 Form and Theory of Literary Craft, ENGL 8201 Contemporary Poetry, ENGL 8202 Contemporary Fiction Craft, or ENGL 8203 20th-Century American & British Poetry Craft I depending on the program to which the student was admitted;
3. Six hours of literature courses. (Rather than narrowly specializing in a particular area, a student should select courses that help her or him to achieve a lively understanding of a broad range of English, American, and World literature.);
4. Three hours of literature, rhetoric and composition, or folklore courses;
5. Six hours of ENGL 8999 Thesis Research.

Thesis

The M.A., Concentration in 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. The semester before beginning to write the thesis, students must submit for approval by their thesis director and the Director of Creative Writing a written proposal detailing the thesis project.

Master of Fine Arts in Creative Writing

The Master of Fine Arts in Creative Writing is a terminal degree that prepares students to write and to teach at the college level. It also 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).

The M.F.A. student must complete satisfactorily at least 42 hours of graduate coursework (14 courses), plus 6 hours of thesis research credit.

All Poetry and Fiction workshops (ENGL 8020 Poetry Writing, ENGL 8030 Fiction Writing), creative writing craft courses (ENGL 8201 Contemporary Poetry, ENGL 8202 Contemporary Fiction Craft, ENGL 8203 20th-Century American and British Poetry Craft I), and form and theory coursework (ENGL 8160 Form and Theory of Literary Craft) must be completed at Georgia State University during the degree program.

Coursework

Fiction Writers:

1. Fifteen to eighteen hours of ENGL 8030 Fiction Writing;
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 ENGL 8160 Form and Theory of Literary Craft in Fiction;
4. Three hours of [Engl8202] Contemporary Fiction Craft; and
5. Six hours of ENGL 8999 Thesis Research.

Poets:

1. Fifteen hours of ENGL 8020 Poetry Writing;
2. Six hours of English and American literature and/or folklore;
3. Three hours of ENGL 8160 Form and Theory of Literary Craft in Poetry;
4. Three hours of ENGL 8201 Contemporary Poetry;
5. Three hours of ENGL 8203 20th-Century American & British Poetry Craft I;
6. 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.

The M.F.A. comprehensive examination in Fiction is a one-day, on-site examination. The examination period is four hours. The examination includes a section of identifications and either two or three essays based on the M.F.A. reading list. The examination director will decide on the final format of the examination.

The M.F.A. comprehensive examination in Poetry is a two-part exam. Part 1 is on-site, and the examination period is four hours. The Part 1 examination includes a section of identifications and either two or three essays based on the M.F.A. reading list. Part 2 is a take-home examination, and the examination period is 72 hours. The student completes an essay based on a topic provided by her or his exam director and based on the MFA reading list. The examination director will decide on the final format for the examination.

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. The semester before beginning to write the thesis, students must submit for approval by their thesis director and the Director of Creative Writing a written proposal detailing the thesis project.

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 applicants must submit the following materials:

1. Transcripts of all previous college or university work. Students should upload unofficial transcripts from every post-secondary institution directly to the application. Any student offered admission will need to have official transcripts sent to the Office of Graduate Services.
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 the General portion of the GRE;
4. An essay composed by the applicant stating goals and career objectives; and
5. A 10-20 page critical writing sample.
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).

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 areas of primary and secondary specialization. The student will be tested on the primary specialization (the doctoral examination and the coursework required for taking it are described below). Optimally in the first semester of the doctoral program, but certainly before the end of the second semester, the student should forma **three-member faculty advisory committee** composed of at least two faculty members in the primary 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.

Doctoral Examinations

After completing coursework and the graduate research skill requirement (see above), students in all concentrations must pass the examination specific to their concentrations.

In the Creative Writing concentration, the doctoral examination in poetry is a two-day, on-site exam. Each examination period is four hours. The examination on Day 1 includes a section of identifications and either two or three essays dealing with the works and authors pre-1900 drawn from the Ph.D. reading list. The examination administered on Day 2 is comprised of three or four essays about the works and authors post-1900 drawn from the Ph.D. reading list. The examination director will decide on the final format for the examination.

In the Creative Writing concentration, the doctoral comprehensive examination in fiction is a two-day, on-site exam. Each day a four-hour examination is administered. The examination on Day 1 includes a section of identifications and either two or three essays dealing with works and authors pre-1900 drawn from the Ph.D. reading list. The examination director will decide on the final format for the examination.

In the Rhetoric and Composition concentration, the doctoral examination is a seven-day, off-site examination. The examination draws on both a primary field of specialization and a research focus within that field . Further information on the format of the doctoral examination in Rhetoric and Composition is available at rhetcomp.gsu.edu.

In the Literary Studies concentration, the doctoral examination will be in the area in which the student plans to write the dissertation. The examination consists of three parts: 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 the examination, 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.

Examinations are not offered in the summer. Students must give the Director of Graduate Studies in English written notification of their intention to take the primary examination by the departmental deadline. Each doctoral examination will be graded by at least three faculty members. A student must pass the 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 proposal, defending the dissertation proposal, writing the dissertation, defending the dissertation.

Soon after completing the doctoral examination, a doctoral student must submit to his or her dissertation committee a written dissertation proposal 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 proposal orally in a meeting with the committee and the Director of Graduate Studies. If the committee judges the student's proposal 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 ENGL 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. degree (including, if desired, a maximum of nine hours of coursework in related fields offered by other departments);
2. Fulfillment of areas 1, 3, 4, 5, 6, and 7 of the M.A. course requirements;
3. An additional three hours in English language study OR literary theory/critical methodology/cultural studies;
4. In preparation for the doctoral examination and dissertation, twelve hours of coursework in or strongly related to an area of primary specialization (may include courses taken at the M.A. level and a maximum of one course in a strongly related field offered by another department);
5. Nine hours of coursework in or strongly related to an area of secondary specialization (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. For the purposes of fulfilling requirements 4 and 5, an area of specialization may be defined in terms of geographical region and historical period; literary genre; theory or methodology; or some combination of the preceding. Students should begin to craft their courses of study by meeting with appropriate faculty advisors early in their doctoral program and by meeting with their advisors thereafter on a regular basis to make revisions as the student's goals evolve. For a list of possible areas of specialization, please refer to the Department of English website.
7. Electives as needed to complete the 30-hour requirement;

8. Twenty hours ENGL 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. In the interests of facilitating 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, or literature courses, or in any strongly 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), ENGL 8170 Classical Rhetoric: Greek, ENGL 8120 Writing for Academic Publication (Pro Seminar), and ENGL 8180 Composition Theory (the student can enter the Ph.D. program with this requirement fulfilled if these courses or their equivalent were taken at the M.A. level);
4. Twelve 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 ENGL 8999 Thesis Research

Plan 3: Creative Writing:

Students in creative writing select either Poetry or Fiction as their primary specialization and the other genre as their secondary specialization.

All Poetry and Fiction workshops (ENGL 8020 Poetry Writing, ENGL 8030 Fiction Writing), creative writing craft courses (ENGL 8201 Contemporary Poetry, ENGL 8202 Contemporary Fiction Craft, ENGL 8203 20th-Century American and British Poetry Craft I) and form and theory coursework (ENGL 8160 Form and Theory of Literary Craft) must be completed at Georgia State University during the degree program.

In the interests of facilitating professional specialization within the field of creative writing, the following are required:

Fiction Writers:

The Ph.D. student in Fiction must complete satisfactorily at least 36 hours of graduate coursework beyond the M.A. or M.F.A. (12 courses), plus 20 hours of thesis research credit. Any student who receives more than one C during his or her program will be dropped from the Ph.D. program.

For fiction writers, the following courses and research hours are required:

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 hours of courses in or strongly related to area of primary 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 specialty;
7. Three hours of language study, unless satisfied at M.A. level (ENGL 8005 Practical Grammar; ENGL 8080 Modern Grammar; ENGL 8090 History of the English Language; ENGL 8210 Old English; ENGL 8250 Middle English; ENGL 8230 American English; ENGL 8245 African American English)'
8. Three hours of literary theory/ critical methodology/ cultural studies, unless satisfied at the M.A. level (FOLK 6020, FOLK 6100, FOLK 6110 or FOLK 8200; ENGL 8060 Literary Criticism; ENGL 8065 Foundations of Modern Critical Theory; ENGL 8070 Contemporary Literary Theory; ENGL 8075 Feminist Literary Theory; ENGL 9050 Topics in Contemporary Literary Theory and Criticism);
9. Twenty hours of ENGL 8999 Thesis Research.

Poets:

The Ph.D. student in Poetry must complete satisfactorily at least 39 hours of graduate coursework beyond the M.A. or M.F.A. (13 courses), plus 20 hours of thesis research credit. Any student who receives more than one C during his or her program will be dropped from the Ph.D. program.

For poets, the following courses and research hours are required:

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 8160 Form and Theory of Literary Craft in Fiction;
6. Three hours of courses in or strongly related to area of primary specialty;
7. Six hours of courses in or strongly related to area of secondary specialty;
8. Three hours of language study, unless satisfied at M.A. level (ENGL 8005 Practical Grammar; ENGL 8080 Modern Grammar; ENGL 8090 History of the English Language; ENGL 8210 Old English; ENGL 8250 Middle English; ENGL 8230 American English; ENGL 8245 African-American English);
9. Three hours of literary theory/ critical methodology/ cultural studies, unless satisfied at the M.A. level FOLK 6020, FOLK 6100, FOLK 6110 or FOLK 8200; ENGL 8060 Literary Criticism; ENGL 8065 Foundations of Modern Critical Theory; ENGL 9050 Topics in Contemporary Literary Theory and Criticism);
10. Twenty hours of ENGL 8999 Thesis Research.

3230 French

Program Offered:

- **Master of Arts in French**
  - **Concentration in Literature**
  - **Concentration in Language, Pedagogy, and Applied Linguistics**
  - **Concentration in French Studies**
- **Dual B.A./M.A. in French**

Department of World Languages and Cultures
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404-413-5980
Email: wlcgraduate@gsu.edu
wlc.gsu.edu

William Nichols, Chair
Leslie Marsh, Director of Graduate Studies

The Department of World Languages and Cultures offers the Master of Arts (M.A.) degree in French 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 World Languages and Cultures 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 World Languages and Cultures 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 literature 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:
      A written thesis proposal
      Six hours of thesis research
      A thesis
   b. Non-Thesis Option:
      Six hours of additional graduate coursework in the student's major field or in related fields
      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. a. Twenty-four hours in Literature, Language, and Culture 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:
      A written thesis proposal
      Six hours of thesis research
      A thesis
   b. Non-Thesis Option:
      Six hours of additional graduate coursework in the student's major field or in related fields
      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.

Dual B.A./M.A. Program in French

The department offers a dual Bachelor of Arts and Master of Arts in French. The dual degree opportunity

enables qualified students to enroll in graduate courses late in their undergraduate program and apply the coursework toward both the bachelor's and master's programs.

Students must be formally accepted into the dual degree program by the department and College of Arts and Sciences to be able to take graduate courses as an undergraduate. Additionally, acceptance into the dual program does not constitute admission to the master's program. Students must fulfill regular graduate admissions requirements and apply for the master's program following college processes.

Information about the dual program, including application instructions and program requirements, can be found at cas.gsu.edu/dual-degrees/.

3240 Geosciences

Programs Offered:

- **Master of Science in Geosciences**
- **Doctor of Philosophy in Chemistry with Concentration in Geology (see section 3190)**
- **Doctor of Philosophy in Sociology with Concentration in Urban Spaces and Geography (see section 3380)**
- **Professional Certificate in Geographic Information Science**
- **Dual B.A. or B.S. / M.S. in Geosciences**

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Daniel Deocampo, Chair
Jeremy E. Diem, Director of Graduate Studies for Geosciences, jdiem@gsu.edu

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 geosciences.gsu.edu.

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 geosciences.gsu.edu.

Master of Science in Geosciences (Water Sciences Concentration)

A strong demand exists in the public sector and private industry for understanding of aquatic systems. The Master of Science (M.S.) degree program with a Water Sciences concentration is designed to provide students with a working knowledge of both the quality and quantity of water in the environment, and modern techniques to assess, model, and remediate aquatic environmental problems, and understand the social context and implications of water resources. Both thesis and non-thesis options are offered. Thesis research and non-thesis projects with faculty are carried out in the following broad areas: aqueous geochemistry, hydrogeology, watershed hydrology, water resources, ecohydrology, urban hydrology, meteorology, and applied climatology. Thirty-sex hours are required for completion of this degree. Further information is provided at geosciences.gsu.edu.

Doctor of Philosophy in Chemistry (Geology Concentration)

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 for the 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 for the 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)
      - GEOS 1121K Introductory Geosciences I (4)
      - GEOS 1222K Introductory Geosciences II (4)
      - GEOS 3002 Introduction to Earth Materials (4)
      - GEOS 4006 Sedimentary Environments and Stratigraphy (4)
      - GEOS 4013 Structural Geology (4)
      - GEOS 4120 Basic Field Geology (3) and
      - GEOS 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)

Additional Admission Requirements for the Water Sciences Concentration

In addition to the general requirements for the College of Arts and Sciences, the Department of Geosciences has the following admission requirements for the Water Sciences Concentration:

1. Three letters of recommendation from individuals who can evaluate the applicant's potential for graduate work in Water Sciences.
2. A statement of educational, research, and/or career goals.
3. A bachelor's degree in geography, geology, or related field.
4. Foundational coursework. These courses are normally expected to have been completed as part of the applicant's undergraduate education. However, students who are otherwise qualified may be accepted under Special Status, with the condition that this coursework is completed as part of their graduate study:
   a. Minimum 1 semester of calculus
   b. Minimum 1 semester of physics
   c. Minimum 1 semester of chemistry
   d. 2 semesters of introductory physical geography or geology

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. GEOS 8002 (Geoscience Research Methods) 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: GEOS 6518 (Digital Cartography); (GEOS 6530 (Introduction to Remote Sensing); GEOS 6532 (Introduction to Geographic Information Systems); GEOS 6534 (Advanced Geographic Information Systems). This course may count toward the departmental minimum credit hour requirements.
3. GEOS 6515 (Qualitative Methods in Geography) or GEOS 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 GEOS 8002.
5. Seminar (1-2 hours) GEOS 6095 Seminar in Geological Sciences
6. Remaining hours in student's area of specialization chosen from graduate level courses.
7. Six semester hours of GEOS 8999 (Thesis Research) for thesis option or three semester hours of GEOS 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 GEOS 8999 and complete a non-thesis research project (GEOS 8990 Research Practicum). Students may attempt to fulfill the practicum requirement twice, but only three semester hours of GEOS 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. GEOS 8002 (Geoscience Research Methods) 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: GEOS 6518 (Digital Cartography); (GEOS 6530 (Introduction to Remote Sensing); GEOS 6532 (Introduction to Geographic Information Systems); GEOS 6534 (Advanced Geographic Information Systems). This course may count toward the departmental minimum credit hour requirements.
3. Geology courses (14-20 hours)

- GEOS 6000 Advanced Topics in Physical and Historical Geology (4)
- GEOS 6003 Aqueous Geochemistry (4)
- GEOS 6005 Geology of Georgia (3)
- GEOS 6006 Sedimentary Environments and Stratigraphy (4)
- GEOS 6007 Hydrogeology (4)
- GEOS 6011 Principles of Paleontology (4)
- GEOS 6013 Structural Geology (4)
- GEOS 6097 Topics in Geological Sciences (1-3)
- GEOS 6120 Basic Field Geology (3)
- GEOS 6121 Advanced Field Geology (3)
- GEOS 8001 Soils, Clays, and Weathering (4)
- GEOS 8097 Directed Study in Geology (1-3)

4. Seminar (1-2 hours) GEOS 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 (GEOS 8999) (9 hours).
8. Completion of Thesis and pass oral examination of Thesis.

Non-Thesis Option (36 hours)

1. GEOS 8002 (Geoscience Research Methods) 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: GEOS 6518 (Digital Cartography); (GEOS 6530 (Introduction to Remote Sensing); GEOS 6532 (Introduction to Geographic Information Systems); GEOS 6534 (Advanced Geographic Information Systems). This course may count toward the departmental minimum credit hour requirements.
3. Geology Courses (14-20 hours)
    - GEOS 6000 Advanced Topics in Physical and Historical Geology (4)
    - GEOS 6003 Aqueous Geochemistry (4)
    - GEOS 6005 Geology of Georgia (3)
    - GEOS 6006 Sedimentary Environments and Stratigraphy (4)
    - GEOS 6007 Hydrogeology (4)
    - GEOS 6011 Principles of Paleontology (4)
    - GEOS 6013 Structural Geology (4)
    - GEOS 6097 Topics in Geological Sciences (1-3)
    - GEOS 6120 Basic Field Geology (3)
    - GEOS 6121 Advanced Field Geology (3)
    - GEOS 8001 Soils, Clays, and Weathering (4)
    - GEOS 8097 Directed Study in Geology (1-3)
4. Seminar (1-2 hours) GEOS 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) GEOS 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.

Degree Requirements

Master of Science in Geosciences, Water Sciences Concentration

Thesis Option (36 credit hours)

Early in their graduate studies, students must select a faculty advisor to direct their programs of study and to appoint their committee. Students should consult with faculty members to align their course of study with desired professional licensure and certification appropriate to their desired career trajectory – for example, either the American Institute of Hydrology's Professional Hydrologist Certification, or the Association of State Boards of Geology's Professional Geologist Licensure Examination.

1. Department Requirements (13 credit hours):
    a. GEOS 8002 Geoscience Research Methods (3)
    b. GEOS 6095 Seminar (1)
    c. GEOS 8999 Thesis Research (9)
    d. Successfully defend thesis in public presentation
2. Core Required Water Sciences Courses (8credit hours):
    a. GEOS 6650 Surface Water Hydrology (4)
    b. GEOS 6007 Hydrogeology (4)
3. Elective Water Sciences Courses (Minimum 8 hours):
    a. GEOS 6003 Aqueous Geochemistry (4)
    b. GEOS 6642 Advanced Weather and Climate (4)
    c. GEOS 6646 Water Resources Management (4)
    d. GEOS 8040 Seminar in Hydrology and Geomorphology (4)
    e. BIOL 6451 Aquatic Pollution and Toxicology (4)
4. Related Geoscience Skills Courses (Minimum 6 hours):
    a. GEOS 6520 Quantitative Spatial Analysis (OR APPROVED statistics substitute) (3-4)
    b. GEOS 6532 GIS (4)
    c. GEOS 6534 Advanced Geographic Information Systems (4)
    d. Geos 6xxx GIS Programming (OR APPROVED Comp Sci substitute) (4)
    e. GEOS 6123 Geoinformatics (4)
    f. GEOS 6042 Environmental Instrumentation (4)
    g. PH 7299 Sampling of the Environment (3)
5. Other Water Related Elective Courses (Maximum 8 hours toward degree):
    a. GEOS 6644 Environmental Conservation (4)
    b. GEOS 6640 Geomorphology (4)
    c. GEOS 6017 Environmental Geology (4)
    d. GEOS 6784 Climatic Change (4)
    e. PH 7297 Global Water, Sanitation, & Hygiene (3)

Non-Thesis Option

1. All above requirements, except 1-C and 1-D.
2. An additional 6 (or more) credits of GEOS graduate courses.
3. Pass a written comprehensive examination.
4. GEOS 8990 (3) – Research Practicum (in consultation with a faculty member)
5. Pass an oral examination of the research project carried out in GEOS 8990.

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 Geos 6003, 8001, 8010, or other approved substitutes;
B. Minor Area electives: (13 hours). To be selected from: Geos 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 Geos 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 GEOS 8097 or GEOS 9999 (a minimum of 20 hours are selected from GEOS 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:
    - GEOS 6518 Digital Cartography (4)
    - GEOS 6530 Introduction to Remote Sensing (4)
    - GEOS 6532 Introduction to Geographic Information Systems (4)
    - GEOS 6534 Advanced Geographic Information Systems (4)
3. Elective Courses (4) The student must take one of the following courses:
    - GEOS 6520 Quantitative Spatial Analysis (4)
    - GEOS 6834 Applied Research in GIS (4)
    - GEOS 8001 Methods of Geographic Research (4)
    - GEOS 8030 Seminar in Cartography (4)
    - GEOS 8035 Seminar in Geographic Information Systems (4)
    - GEOS 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.

Dual B.A./M.S. and Dual B.S./M.S. Programs in Geosciences

The department offers a dual Bachelor of Arts or Bachelor of Sciences and Master of Science in Geosciences. The dual degree opportunity enables qualified students to enroll in graduate courses late in their undergraduate program and count the coursework toward both the bachelor's and master's programs.

Students must be formally accepted into the dual degree program by the department and College of Arts and Sciences to be able to take graduate courses as an undergraduate. Additionally, acceptance into the dual program does not constitute admission to the master's program. Students must fulfill regular graduate admissions requirements and apply for the master's program following college processes.

Information about the dual program, including application instructions and program requirements, can be found at cas.gsu.edu/dual-degrees/.

Ph.D. in Sociology with a Concentration in Urban Spaces and Geography

The Ph.D. in Sociology with a concentration in Urban Spaces an Geography consists of a minimum of sixty-three semester credit hours (31-33 semester hours of course work and 32 semester hours of non-course work) beyond the Master's degree, consisting of a Doctoral Core (1), Doctoral Specialty Core (2), Doctoral Electives (3), and Other Doctoral Requirements (4). See section 3380 for additional information.

3260 Gerontology

Programs Offered:

- **Master of Arts in Gerontology**
  - **Concentration in Program Administration**
  - **Concentration in Research**
- **Dual B.A. in Sociology / M.A. in Gerontology**
- **Graduate Certificate in Gerontology**

Gerontology Institute
605 One Park Place
404-413-5210
Email: gerontology@gsu.edu
gerontology.gsu.edu

Elisabeth Burgess, Director
Wendy Simonds, 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. Gerontology shows us how this process is bounded by our genes, our mind, our culture, and our social networks. It acknowledges the realities that often beset old age, but recognizes that the aging process also is 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.

Master of Arts-Requirements for Admission

1. The general requirements of the College of Arts and Sciences.

2. Three letters of recommendation.
3. A statement of educational and career goals.
4. A current resume.

Graduate Certificate-Requirements for Admission

A. Internal Applicants (Students currently enrolled in graduate degree programs at Georgia State University).
    1. The general requirements of the College of Arts and Sciences. (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)

Prerequisite required of students without previous coursework in statistics.

SOCI 3010 Social Statistics (3) or another approved statistics course

1. Core courses (15)
    a. Required:
        - GERO 8000 Seminar in Gerontology (3)
        - GERO 8100 Research Methods in Gerontology (3)

        Select three additional core courses (9 credits):
        - GERO 7110 Aging Policy Services
        - GERO 7200 Health and the Older Adult
        - GERO 8116 Sociology of Aging
        - GERO 8320 Psychology of Aging
        - GERO 8124 Diversity and Aging
2. Concentration requirements (9). Select one of the following tracks.
    a. Administration Concentration (9)
        - GERO 8200 Aging Program Administration (3)
        - GERO 8910 Gerontology Internship (3)
        - GERO 8850 Capstone Seminar (3)
    b. Research Concentration (9)
        - Approved Advanced Methods Course (3) (such as GERO 8110; GERO 8115; HIST 6920; PH 7521; PT 8500; SOCI 8342)

        - GERO 8999 Thesis Research (6 hours)
        - A thesis approved by the student's thesis committee and the director of the Gerontology Institute
3. Select four elective courses (12)
   Choose four electives from this list of approved electives:

    - GERO 6475 Communication and Aging (3)
    - GERO 7110 Aging Policy Services (3) (if not taken in the core)
    - GERO 7200 Health and the Older Adult (3) (if not taken in the core)
    - GERO 7260 Aging Practice, Policy, and Research (3)
    - GERO 8102 Life Course Sociology (3)
    - GERO 8110 Evaluation Research in Gerontology (3) (if not taken as a concentration requirement)
    - GERO 8115 Qualitative Gerontology (3) (if not taken as a concentration requirement)
    - GERO 8116 Sociology of Aging (3) (if not taken in the core)
    - GERO 8119 Global Aging and Social Policies (3)
    - GERO 8122 Death, Dying, and Loss (3)
    - GERO 8124 Diversity and Aging (3) (if not taken in core)
    - GERO 8130 Intimate Ties in Later Life (3)
    - GERO 8200 Aging Program Administration (3) (if not required in concentration)
    - GERO 8320 Psychology of Aging (3) (if not taken in the core)
    - GERO 8330 Mental Health and Aging (3)
    - GERO 8340 Dementia (3)
    - GERO 8700 Special Topics in Gerontology (3)
    - GERO 8800 Directed Reading in Gerontology (3)
    - GERO 8910 Gerontology Internship (3) (if not taken in the core)
    - NUTR 7105 Geriatric Nutrition (3)

Dual B.A. in Sociology/M.A. in Gerontology Program

In partnership with the Department of Sociology, the Institute offers a dual Bachelor of Arts in Sociology and Master of Arts in Gerontology. The dual degree opportunity enables qualified students to enroll in graduate courses late in their undergraduate program and apply the coursework toward both the bachelor's and master's programs.

Students must be formally accepted into the dual degree program by the department and College of Arts and Sciences to be able to take graduate courses as an undergraduate. Additionally, acceptance into the dual program does not constitute admission to the master's program. Students must fulfill regular graduate admissions requirements and apply for the master's program following college processes.

Information about the dual program, including application instructions and program requirements, can be found at cas.gsu.edu/dual-degrees/.

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 (18)

1. Core courses (9)
   Select three of the following core courses:

   - GERO 7110 Aging Policy and Services (3)
   - GERO 7200 Health and the Older Adult (3)
   - GERO 7260 Aging Practice, Policy, and Research (3)
   - GERO 8116 Sociology of Aging (3)
   - GERO 8320 Psychology of Aging (3)
2. Select two elective courses (6)
   - GERO 6475 Communication and Aging (3)
   - GERO 7110 Aging Policy and Services (3) (if not taken in core)
   - GERO 7200 Health and the Older Adult (3) (if not taken in the core)
   - GERO 7260 Aging Practice, Policy, and Research (3) (if not taken in core)
   - GERO 8000 Seminar in Gerontology (3)
   - GERO 8102 Life Course Sociology (3)
   - GERO 8116 Sociology of Aging (3) (if not taken in the core)
   - GERO 8119 Global Aging and Social Policies (3)
   - GERO 8122 Death, Dying, and Loss (3)
   - GERO 8124 Diversity and Aging (3)
   - GERO 8130 Intimate Ties in Later Life (3)
   - GERO 8200 Aging Program Administration (3)
   - GERO 8320 Psychology of Aging (3) (if not taken in the core)
   - GERO 8330 Mental Health and Aging (3)
   - GERO 8340 Dementia (3)
   - GERO 8700 Special Topics in Gerontology (3)
   - GERO 8800 Directed Reading in Gerontology (3)
3. Internship (3)
   - 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 Heritage Preservation**
- **Dual B.A. in History and Master of Heritage Preservation**

Heritage Preservation Program
Department of History
20th floor, 25 Park Place Bldg.
404-413-6365
Richard Laub, Director, Heritage Preservation Program, rlaub@gsu.edu
Robin Jackson, 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 (42 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 (9 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)
- GEOS 6532 Introduction to Geographic Information Systems (4)
- GEOS 6644 Environmental Conservation (4)
- GEOS 6774 Contemporary Urban Theory and Issues (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 8060 Seminar in the History of the South (4)
- HIST 8640 Preservation Planning (3)
- HIST 8645 Historic Resources Evaluation (3)
- HIST 8660 Case Studies in International Preservation (3)
- HIST 8710 History and the Public (3)
- HIST 8720 Museum Studies (3)
- HIST 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 (42)

Area 1: Historical Foundations (15)

To gain an overview of the field of public history, students must take five out of the 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 8060 Seminar in the History of the South (4)
- HIST 8065 History of Georgia (4)
- HIST 8635 U.S. Cities (3)
- HIST 8020 Seminar in 19th Century U.S. History (4)
- HIST 8030 Seminar in 20th Century U.S. History (4)
- HIST 8070 Seminar in African American 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.

- HIST 6940 Administration and Use of Historical Archives (3)
- HIST 8600 Introduction to Historic Preservation (3)
- HIST 8640 Preservation Planning (3)
- HIST 8720 Museum Studies (3)
- HIST 8730 Exhibit Planning and Production (3)
- HIST 8740 Material Culture (3)
- HIST 8750 Public History Education Planning and Practice (3)
- HIST 8760 Heritage Tourism (3)
- [HIST 8770 Digital History (3)
- PMAP 8211 Nonprofit Management (3)

Area 3: Electives (6 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 America's Folk Crafts (3)
- FOLK 6100 British Folk Culture (3)
- FOLK 6110 Irish Folk Culture (3)
- FOLK 8200 Folklore (3)
- GEOS 6644 Environmental Conservation (4)
- HIST 6320 Metropolitan Atlanta (3)

- HIST 8020 Seminar in 19th Century U.S. History (4)
- HIST 8030 Seminar in 20th Century U.S. History (4)
- HIST 8070 Seminar in African American History (4)
- 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 8630 American Built Environment (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)
- HIST 8725 History and Theory of Museums (3)
- HIST 8900 Directed Readings (3)
- ID 8650 History of Interior Design (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 Heritage Preservation with tracks in Historic Preservation and in Public History. The certificate program is open to students who are enrolled in graduate degree programs and in good academic standing at Georgia State University or other graduate institutions in such programs as history, 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.

Historic Preservation Track

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)
- 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 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.

Public History Track

Students must complete 18 hours of graduate study divided among the three following areas:

Area 1: Public History Overview (6 hours)

- HIST 7040 Issues and Interpretation in Public History (3)
- HIST 8800 Directed Study in Public History (3)

Area 2: Historical Foundations (6 hours)

- HIST 6920 Oral History (4)

- HIST 7000 Introduction to Historical Methods and Theory (4)
- HIST 7010 Issues and Interpretations in American History (4)
- HIST 8020 Seminar in 19th Century U.S. History (4)
- HIST 8030 Seminar in 20th Century U.S. History (4)
- HIST 8060 Seminar in the History of the South (4)
- HIST 8065 History of Georgia (4)
- HIST 8070 Seminar in African American History (4)

Area 3: Public History Specialties (6 hours)

- HIST 6940 Administration and Use of Historical Archives (3)
- HIST 8720 Museum Studies (3)
- HIST 8730 Exhibit Planning and Production (3)
- HIST 8740 Material Culture (3)
- HIST 8750 Public History Education Planning and Practice (3)
- HIST 8760 Heritage Tourism (3)
- HIST 8770 Digital History (3)
- PMAP 8211 Nonprofit Management (3)

Other courses may be approved by the director of the program.

Students must pass a general written examination.

Dual Bachelor's/Master's Degree Programs

The Department of History offers a dual B.A. in History and Master of Historic Preservation. The dual degree opportunity enables qualified students to enroll in graduate courses late in their undergraduate program and apply the coursework toward both the bachelor's and master's programs.

Students must be formally accepted into the dual degree program by the department and College of Arts and Sciences to be able to take graduate courses as an undergraduate. Additionally, acceptance into the dual program does not constitute admission to the master's program. Students must fulfill regular graduate admissions requirements and apply for the master's program following college processes.

Information about the dual program, including application instructions and program requirements, can be found at cas.gsu.edu/dual-degrees/.

3280 History

Programs Offered:

- **Master of Arts in History**
  - **Concentration in World History**
- **Dual B.A./M.A. in History**
- **Combined Master of Arts/Doctor of Philosophy in History**
- **Doctor of Philosophy in History**

Department of History
20th floor, 25 Park Place Bldg.
404-413-6385
Email: Director of Graduate Studies (DGShistory@gsu.edu)
history.gsu.edu

Michelle Brattain, Chair
Denise Davidson, 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.

Combined Master of Arts/Doctor of Philosophy–Requirements for Full Graduate Status Admission

Admission requirements for the Combined M.A. / Ph.D. program are the same as for the Ph.D. track (omitting the M.A. in history), with the following additions:

1. Recommended, an overall Grade Point Average of at least 3.5
2. Recommended, a Grade Point Average in the major of at least 3.8.
3. Recommended, a score in the 90th percentile or higher on the Graduate Record Exam.

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

9. 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.
10. 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:
        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:

c. One additional graduate history class. 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.

6. 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. HIST 7000: Introduction to Methods and Theory
    c. HIST 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 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 heritagepr.gsu.edu.

Dual Bachelor's/Master's Degree Programs

The department offers the following dual degree program:

- Dual B.A./M.A. in History
- Dual B.A. in History and Master of Historic Preservation

These dual degree opportunities enable qualified students to enroll in graduate courses late in their undergraduate program and apply the coursework toward both the bachelor's and master's programs.

Students must be formally accepted into the dual degree program by the department and College of Arts and Sciences to be able to take graduate courses as an undergraduate. Additionally, acceptance into the dual program does not constitute admission to the master's program. Students must fulfill regular graduate admissions requirements and apply for the master's program following college processes.

Information about the dual program, including application instructions and program requirements, can be found at cas.gsu.edu/dual-degrees/.

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

10. 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.

1. 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.

2. 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.
3. 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.
4. 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.
5. 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.
6. Candidacy: After completing the language, course work, general examination and dissertation prospectus requirements, the student will be admitted to candidacy for the degree.
7. Dissertation: The student must complete satisfactorily a dissertation and earn not less than twenty hours of credit in HIST 9999 (Dissertation Research), supervised by the dissertation director.
8. 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.
9. Graduation: Students must be registered for a minimum of one hour during the term of their graduation.

Combined Master of Arts / Doctor of Philosophy

The requirements for the M.A. / Ph.D. degree are the same as for the Ph.D., except in the area of coursework. Students are required to complete at least twelve graduate level courses, which are distributed as follows.

A. Coursework:

1. Students will complete 12 graduate level history courses. The distribution of courses is described below.
2. HIST 7000 Introduction to Methods and Theory
3. One course selected from HIST 7010, 7020, 7030, and 7040, to support the student's major field.
4. 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.
5. HIST 7060 Research Seminar.
6. All new students should take HIST 7050 in their first semester of study and HIST 7000 in their second semester of study.
7. Students may take up to two directed readings courses to fulfill their coursework requirements.
8. 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. For list of fields see above.
9. 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. For list of fields see above.
10. Electives to complete the required total of 12 courses.

B. Award of M.A. degree:

Students may apply to earn a non-thesis M.A. degree on route to completing the doctoral program after completing 10 courses and passing their Ph.D. comprehensive exams, normally in the third year of coursework. Students who wish to leave the program may opt in to the M.A. degree program and may earn a non-thesis or thesis M.A. degree after completing all requirements for that degree.

3290 Latin American Studies

Program Offered:

- **Graduate Certificate in Latin American Studies**

Department of World Languages and Cultures
841 Langdale Hall (19th floor, 25 Park Place Bldg. effective summer 2017)
404-413-5980
Email: wlcgraduate@gsu.edu
wlc.gsu.edu

Program Coordinator: Leslie Marsh (llmarsh@gsu.edu).

The Graduate Certificate in Latin American Studies offered by the Center for Latin American and Latino/a Studies (clals.gsu.edu) 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 World Languages and Cultures. 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 World Languages and Cultures
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)
- 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
750 College of Education Building
404-413-6464
mathstat.gsu.edu

Guantao Chen, Chair
Alexandra Smirnova, Associate Chair
Florian Enescu, Director of Graduate Studies in Mathematics
Gengsheng (Jeff) Qin, Director of Graduate Studies in 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/MATH 6435 Linear Algebra II (3)
    - MATH 4441/MATH 6441 Modern Algebra I (3)
    - MATH 4661/MATH 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

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/MATH 6435 Linear Algebra II (3)
    - MATH 4441/MATH 6441 Modern Algebra I (3)
    - MATH 4661/MATH 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/MATH 6435 Linear Algebra (3)
    - MATH 4751/MATH 6751 Mathematical Statistics I (3)
    - MATH 4752/MATH 6752 Mathematical Statistics II (3)

Degree Requirements

1. A minimum of 27 hours of graduate-level courses (exclusive of 8820 and 8999 courses)selected from the list below are required.

- MATH 6010 Mathematical Biology (3)
- MATH 6265 Partial Differential Equations (3)
- MATH 6275 Applied Dynamical Systems (3)
- MATH 6610 Numerical Analysis I (3)
- MATH 8510 Applied Mathematics (3)
- MATH 8525 Applied Stochastic Processes (3)
- MATH 8540 Advanced Topics in ODEs and Dynamical Systems (3)
- MATH 8500 Systems Biology (3)
- MATH 8501/PH 7280 Infectious Disease Epidemiology (3)
- MATH 8505 Advanced Mathematical Biology (3)
- MATH 8515 Mathematical Neuroscience (3)
- MATH 8520 Applied Combinatorics and Graph Theory (3)
- MATH 8560 Informatics of Biological Systems (3)
- 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)

2. Six hours of Thesis Research (MATH 8999/STAT 8999)
3. Additional requirements:
    - thesis
    - 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/MATH 6435 Linear Algebra (3)
    - MATH 4751/MATH 6751 Mathematical Statistics I (3)
    - MATH 4752/MATH 6752 Mathematical Statistics II (3)

Degree Requirements

1. A minimum of 30 hours of graduate-level courses (exclusive of MATH 8820) selected from the list below are required.
    - MATH 6010 Mathematical Biology (3)
    - MATH 6265 Partial Differential Equations (3)
    - MATH 6275 Applied Dynamical Systems (3)
    - MATH 6610 Numerical Analysis I (3)
    - MATH 8510 Applied Mathematics (3)
    - MATH 8525 Applied Stochastic Processes (3)
    - MATH 8540 Advanced Topics in ODEs and Dynamical Systems (3)
    - MATH 8500 Systems Biology (3)

- MATH 8501/PH 7280 Infectious Disease Epidemiology (3)
- MATH 8505 Advanced Mathematical Biology (3)
- MATH 8515 Mathematical Neuroscience (3)
- MATH 8520 Applied Combinatorics and Graph Theory (3)
- MATH 8560 Informatics of Biological Systems (3)
- 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)

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/MATH 6435 Linear Algebra II (3)
    - MATH 4751/MATH 6751 Mathematical Statistics I (3)
    - MATH 4752/MATH 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 STAT 8999 Thesis Research.
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/MATH 6420 Graph Theory (3)
    - MATH 4435/MATH 6435 Linear Algebra II (3)
    - MATH 4441/MATH 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/MATH 6420 Graph Theory (3)
    - MATH 4435/MATH 6435 Linear Algebra II (3)
    - MATH 4441/MATH 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/MATH 6435 Linear Algebra II (3)
    - MATH 4610/MATH 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/MATH 6435 Linear Algebra II (3)
    - MATH 4610/MATH 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/MATH 6435 Linear Algebra II (3)
    - MATH 4751/MATH 6751 Mathematical Statistics I (3)
    - MATH 4752/MATH 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 8535 Applied Matrix Algebra (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 STAT 8999 Thesis Research.
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/MATH 6435 Linear Algebra II (3)
    - MATH 4751/MATH 6751 Mathematics Statistics I (3)
    - MATH 4752/MATH 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 8535 Applied Matrix Algebra (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/MATH 6435 Linear Algebra II (3)
    - MATH 4751/MATH 6751 Mathematical Statistics I (3)
    - MATH 4752/MATH 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 8535 Applied Matrix Algebra (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/MATH 6435 Linear Algebra II (3)
- MATH 4661/MATH 6661 Analysis I (3)
- MATH 4662/MATH 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 six following common core courses (12 credit hours):

- MATH 8110 Real Analysis I (3)
- MATH 8200 Advanced Matrix Analysis (3)
- MATH 8510 Applied Mathematics (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. Students must take five of the following six required courses (15 credit hours):
    - MATH 8500 Systems Biology (3)
    - MATH 8505 Advanced Mathematical Biology (3) (if not taken as a required course)
    - MATH 8515 Mathematical Neuroscience (3)
    - MATH 8520 Applied Combinatorics and Graph Theory (3)
    - MATH 8525 Applied Stochastic Processes (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 8501/PH 7280 Infectious Disease Epidemiology
    - MATH 8510 Applied Mathematics (3) (if not taken as a common core course)
    - MATH 8505 Advanced Mathematical Biology (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 18 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 Cellular, Molecular, and Developmental Neuroscience (4)
    - BIOL 8020 Systems Neuroscience (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 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 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)
- NEUR 6330 Functional Neuroimaging (3)
- NEUR 6340 Neurophysics(3)
- NEUR 8380 Computational Neuroscience (3)

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 one of MATH 8610 Advanced Numerical Analysis or MATH 8620 Numerical Linear Algebra
    - 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 II (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 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 8501/PH 7280 Infectious Disease Epidemiology
        - 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 II (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 8110 Real Analysis I (3)
- MATH 8120 Real Analysis 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 8310 Theory of Functions of a Complex Variable (3)
- MATH 8540 Ordinary Differential Equations and Dynamical Systems (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 School 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.

3320 Neuroscience

Programs Offered:

- **Doctor of Philosophy in Neuroscience**
  - **Concentration in Neuroethics**
- **Dual B.S./M.S. Program in Neuroscience**

Neuroscience Institute
Georgia State University
P.O. Box 5030
Atlanta, Georgia 30302-5030
404-413-5445
neuroscience.gsu.edu

Geert de Vries, Director
Charles Derby, Graduate Director
Emily Hardy, Graduate Coordinator

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 December 1.

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)

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 course (4 hours).
    b. Neuroscience core elective courses (6 hours).
    c. Statistics core course (4 hours).
    d. Introduction to Graduate Studies core courses (4 hours).
    e. Neuroscience electives (10 hours, 6 of which must be Topics, Concepts and Seminar courses).
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)

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 Ph.D. 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.

Dual B.S./M.S. Program in Neuroscience

The institute offers a dual Bachelor of Science and Master of Science in Neuroscience. The dual degree opportunity enables qualified students to enroll in graduate courses late in their undergraduate program and apply the coursework toward both the bachelor's and master's programs.

Students must be formally accepted into the dual degree program by the institute and College of Arts and Sciences to be able to take graduate courses as an undergraduate. Additionally, acceptance into the dual program does not constitute admission to the master's program. Students must fulfill regular graduate admissions requirements and apply for the master's program following college processes.

Information about the dual program, including application instructions and program requirements, can be found at cas.gsu.edu/dual-degrees/.

3330 Philosophy

Programs Offered:

- **Master of Arts in Philosophy**
  - **Concentration in Neurophilosophy**
- **Dual Master of Arts in Philosophy and Juris Doctor in Law (in cooperation with the College of Law)**

- **Graduate Certificate in Applied Philosophy**

Department of Philosophy
16th floor, 25 Park Place Bldg.
404-413-6100
Email: philgrad@gsu.edu
philosophy.gsu.edu

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 address 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. Value Theory Requirement: at least one course in value theory. 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 four 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.

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)

Value Theory 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 (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 Concentration

In addition to meeting the requirements noted above, students seeking the M.A. with a Neurophilosophy concentration 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 Neurophilosophy Faculty and the Philosophy Director of Graduate Studies.) For the purposes of the rule below that 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, these courses count as courses taken in the Department of Philosophy at Georgia State.) 3.
3. Must take least three letter-graded courses with the word "Seminar" in the title. (This is one less than the number required of other students.)
4. 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)
    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, philosophy.gsu.edu/.

Graduate Certificate in Applied Philosophy

A Graduate Certificate in Applied Philosophy requires successfully completing five graduate courses (15 credit hours) in Philosophy, numbered from PHIL 6010 to PHIL 8950. Before taking any courses

numbered 8000 or higher, certificate students must successfully complete at least two 6000-level courses. See below for the distribution requirements pertaining to each track.

Certificate Tracks

- **Politics, Law, and Society:** Students on this track must complete at least three courses from the following:
    - PHIL 6800 Social and Political Philosophy
    - PHIL 6820 Philosophy of Law
    - PHIL 6855 Advanced Topics in Political Theory
    - PHIL 6870 Feminist Philosophy
    - PHIL 6890 Topics in Social and Political Philosophy
    - PHIL 8810 Seminar in Social and Political Philosophy
    - PHIL 8820 Seminar in Philosophy of Law
    - PHIL 8855 Seminar in Political Theory
    - PHIL 8870 Seminar in Feminist Philosophy.
- **Neuroethics:** Students on this track must complete at least three courses from the following:
    - PHIL 6700 Ethics
    - PHIL 6770 Moral Psychology
    - PHIL 6780 Neuroethics
    - PHIL 6790 Topics in Neuroethics
    - PHIL 8700 Seminar in Ethics
    - PHIL 8740 Seminar in Bioethics
    - PHIL 8770 Seminar in Moral Psychology.
- **Philosophy and the Sciences of the Mind:** Students on this track must complete at least three courses from the following :
    - PHIL 6330 Philosophy of Mind
    - PHIL 6340 Philosophy and Cognitive Science
    - PHIL 6770 Moral Psychology, PHIL 6780 Neuroethics
    - PHIL 6790 Topics in Neuroethics, PHIL 8330 Seminar in Philosophy of Mind
    - PHIL 8340 Seminar in Philosophy and Cognitive Science
    - PHIL 8770 Seminar in Moral Psychology.
- **Individual and Society in Germany Philosophy:** Students on this track must complete at least three courses from the following:
    - PHIL 6060 Kant
    - PHIL 6070 Marxism
    - And the following with approval of department when topic is suitable:
        - PHIL 6050 Topics in Modern Philosophy
        - PHIL 6075 Topics in 19th Century Philosophy
        - PHIL 6090 Topics in Continental Philosophy
        - PHIL 8060 Seminar in Modern Philosophy
        - PHIL 8075 Seminar in 19th Century Philosophy
        - PHIL 8090 Seminar in Continental Philosophy

Graduate Certificate Scholastic Discipline Policy

After completing six credit hours and at the end of each term thereafter, certificate students are evaluated

for continuation in the program. Unless exceptional circumstances are present, students with a GPA below 2.7 in graduate-level philosophy classes will be scholastically terminated.

3340 Physics

Programs Offered:

- **Master of Science in Physics**
  - **Standard Program**
  - **Concentration in Astronomy**
- **Doctor of Philosophy in Physics**
  - **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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Georgia State University
Room 605, 25 Park Place
Atlanta, Georgia 30302-4106
404-413-6033
phy-astr.gsu.edu
Email (Administrative Coordinator): kwright14@gsu.edu
Email (Director of Graduate Studies): xhe@gsu.edu

D. Michael Crenshaw, Chair
Xiaochun He, Director of Graduate Studies, Physics

The Department of Physics and Astronomy works closely with 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 or by contacting the Administrative Coordinator and/or Director of Graduate Studies at the addresses above. Applications should be submitted online through the Graduate Admissions system of the College of Arts and Sciences (cas.gsu.edu/graduate-studies/admissions/).

Degree Requirements

Master of Science in Physics (30)

1. Students must either complete or exempt PHYS 6510, PHYS 6520, PHYS 6810, PHYS 7600 and PHYS 7700 (0-17 credit-hours). 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 30 hours to complete the degree requirements.
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 must complete the following core courses:
    - PHYS 8010 Advanced Classical Mechanics (4)
    - PHYS 8100 Electromagnetic Theory I (3)
    - PHYS 8210 Quantum Mechanics I (3)
    - PHYS 8310 Statistical Mechanics (3)
4. Students must complete additional graduate level courses appropriate to the focused research area (0-11 credit-hours). Course choices should be selected after discussion with the research adviser, and approval of the graduate director. No more than two hours of ASTR 6300/PHYS 6300 Teaching Physics/Astronomy, one hour of ASTR 6310/PHYS 6310 Teaching Physics/Astronomy Lab Practicum, and three hours of ASTR 8710/PHYS 8710 Research Topics or ASTR 8910/PHYS 8910 Directed Study can be applied to the M.S. degree requirements.
5. Proficiency in an approved language or research skill. Contact the department for details.
6. A general examination.
7. Six hours of PHYS 8999 Thesis Research.
8. A thesis.
9. A final oral presentation directed primarily to the defense of the thesis

Master of Science in Physics, Concentration in Astronomy (30)

1. Students must either complete or exempt PHYS 6510, 6520, 6810, 7600 and 7700 (0-17 credit-hours). 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 30 hours to complete the degree requirements.
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 must complete the following six core courses (20):
    - ASTR 6100 Astronomical Techniques and Instrumentation (3)
    - ASTR 6200 Applications in Modern Astronomy (3)
    - [ASTR 8000 Stellar Atmospheres and Spectroscopy (4)
    - ASTR 8100 Stellar Structure and Evolution (4)
    - ASTR 8300 The Interstellar Medium (3)
    - ASTR 8400 Extragalactic Astronomy (3)
4. Six credit hours of PHYS 8999 Thesis Research.
5. Additional graduate level courses should be taken to complete the 30 hours degree requirements (0-4 credit-hours). No more than three hours total of ASTR 6300/PHYS 6300 Teaching Physics/Astronomy and ASTR 6310/PHYS 6310 Teaching Physics/Astronomy Lab Practicum, and no more than three hours of ASTR 8710/PHYS 8710 Research Topics or ASTR 8910/PHYS 8910 Directed Study can be applied to the M.S. degree requirements.
6. Proficiency in an approved language or research skill. Contact the department for details.
7. A general examination:
    - Students seeking an MS degree in Physics, concentration in Astronomy, must pass the first astronomy general examination, administered as a written examination covering the fundamentals of astronomy, within a year of entering the program.
8. A thesis.
9. A final oral presentation directed primarily to the defense of the thesis.

Master of Science in Physics, Non-Thesis Option (36)

1. Students must either complete or exempt PHYS 6510, PHYS 6520, PHYS 6810, and PHYS 7600 (0-13 credit-hours). Exemption from these courses may be granted on the basis of testing or of having successfully completed similar courses elsewhere.
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 must complete the following core courses (13):
    - PHYS 8010 Advanced Classical Mechanics (4)
    - PHYS 8100 Electromagnetic Theory I (3)
    - PHYS 8210 Quantum Mechanics I (3)
    - PHYS 8310 Statistical Mechanics (3)
4. Students must complete at least 2 additional 8000-level physics (PHYS) courses (6-8 credit-hours), excluding PHYS 8710, PHYS 8910, or PHYS 8999. Courses should be selected in consultation with the graduate director.
5. Additional graduate level courses should be taken to complete the 36 hours degree requirements (2-17 credit-hours). No more than three hours of PHYS 6300 Teaching Physics and PHYS 6310 Teaching Physics Lab Practicum, and no more than three hours of PHYS 8710 or PHYS 8910 can be applied to the M.S. degree requirements.
6. Proficiency in an approved language or research skill. Contact the department for details.
7. A general oral examination.
8. A research paper or written report.

Master of Science in Physics, Concentration in Astronomy, Non-Thesis Option (36)

1. Students must either complete or exempt PHYS 6510, PHYS 6520, PHYS 6810, and PHYS 7600 (0-13 credit-hours). Exemption from these courses may be granted on the basis of testing or of having successfully completed similar courses elsewhere.
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 must complete the following six core courses (20):
    - ASTR 6100 Astronomical Techniques and Instrumentation (3)
    - ASTR 6200 Applications in Modern Astronomy (3)
    - ASTR 8000 Stellar Atmospheres and Spectroscopy (4)
    - ASTR 8100 Stellar Structure and Evolution (4)
    - ASTR 8300 The Interstellar Medium (3)
    - ASTR 8400 Extragalactic Astronomy (3)
4. Students must complete at least 2 additional 8000-level astronomy (ASTR) or physics (PHYS) courses (6-8 credit-hours) excluding ASTR 8710/PHYS 8710, ASTR 8910/PHYS 8910, or PHYS 8999. Courses should be selected in consultation with the graduate director.
5. Additional graduate level courses should be taken to complete the 36 hours degree requirements (0-10 credit-hours). No more than three hours total of ASTR 6300/PHYS 6300 Teaching Physics/Astronomy and ASTR 6310/PHYS 6310 Teaching Physics/Astronomy Lab Practicum, and no more than three hours of [ASTR 8710/PHYS 8710 or ASTR 8910/PHYS 8910 can be applied to the M.S. degree requirements.

6. Proficiency in an approved language or research skill. Contact the department for details.
7. A general examination:
    - Students seeking an MS degree in Physics, concentration in Astronomy, must pass the first astronomy general examination, administered as a written examination covering the fundamentals of astronomy, within a year of entering the program.
8. A research paper or written report.

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

1. Students must either complete or exempt PHYS 6510, PHYS 6520, PHYS 6810, and PHYS 7600 (0-13 hours). 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 the following core courses (19):
    - 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 8220 Quantum Mechanics II (3)
    - PHYS 8310 Statistical Mechanics (3)
4. Students seeking a Ph.D. degree in physics must complete at least two graduate level courses appropriate to the focused research area (6-8 credit-hours). Course choices should be selected after discussion with the research adviser, and approval of the graduate director.
5. Students seeking a Ph.D. degree in physics in any concentration must complete at least 12 additional credit-hours of 8000-level physics (PHYS) courses, excluding PHYS 8710, PHYS 8910, or PHYS 8999. Courses should be selected in consultation with the student's research adviser and the graduate director. Alternatively, up to 9 credit-hours of 8000-level non-physics graduate courses in the area of concentration may be counted toward this requirement with approval of the graduate director.
6. Students must complete PHYS 6300 Teaching Physics and PHYS 6310 Teaching Physics Lab Practicum for a total of 3 credit-hours.
7. A minimum of 20 credit-hours of either PHYS 9999 or ASTR 9999 Doctoral Dissertation Research must be completed. No more than 20 credit-hours may count towards the degree.
8. Additional graduate levels courses should be taken to complete the 71 hour degree requirements.
9. Proficiency in an approved language or research skill. Contact the graduate director for details.
10. Students seeking a Ph.D. degree in Physics must take the physics general examination, administered as a written examination, after taking the required core courses.
11. 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.
12. An oral presentation and discussion of the student's proposed dissertation research.
13. A dissertation.
14. A final oral presentation and defense of the 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 Political Science for Educators**
  - **Concentration in Professional Political and Governmental Practices**
- **Dual B.A./M.A. in Political Science**
- **Doctor of Philosophy in Political Science**

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Carrie Manning, Chair
Sarah Roberts Gershon, 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:
   `. Submit acceptable scores on the verbal, quantitative, and analytical sections of the GRE.

    - Have a 3.0 cumulative undergraduate grade-point average and the equivalent of at least a minor in political science.
    - Submit two letters of recommendation from individuals who can evaluate the applicant's potential to do graduate work in political science.
    - Submit official transcripts from all colleges and/or universities applicant has attended.
    - Submit a statement of research interest and goals for political science degree.
    - Submit a writing sample demonstrating graduate level research capabilities
2. Applicants to the Ph.D. degree program must:
    - Submit acceptable scores on the verbal, quantitative, and analytical sections of the GRE.
    - Have a 3.3 cumulative master's grade-point average and substantial prior coursework in political science, preferably with a thesis.
    - Submit three letters of recommendation from individuals who can evaluate the applicant's potential to do graduate work in political science.
    - Submit official transcripts from all colleges and/or universities attended.
    - Submit a statement of research interests and goals for political science degree.
    - Submit a writing sample demonstrating graduate level research capabilities
    - 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

- General Political Science
- Concentration in American Politics
- Concentration in International and Comparative Politics
- Concentration in Professional Political and Governmental Practices
- Specialization in Public Law
- Joint Master of Arts in Political Science and Master of International Business

General Political Science (33)

1. Required Methods Sequence (9 hours)
    - POLS 8800 Elements of Research Design (3)
    - POLS 8805 Introduction to Qualitative Analysis (3)
    - Either POLS 8810 Uses of Intermediate Statistical Methods in Political Science Research or POLS 8840 Qualitative Research Methods (3). Students who wish to substitute another course for the third required methods course (either POLS 8810 or POLS 8840) may do so with advance permission of the departmental Director of Graduate Studies.
2. Six additional graduate Political Science courses (18 hours). Students should take one course in three of the five major areas of study. These areas include American government and politics, comparative politics , international politics, political theory and public law. Two of the six courses may be taken outside the department, with the advance approval of the departmental Director of Graduate Studies.

3. Thesis Option:
    - A minimum of six hours of POLS 8999 Thesis Research.
    - 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.
    - A thesis defense.
4. Non-Thesis Option (Students wishing to pursue a doctoral degree should not choose this option.):
    - Six additional hours of graduate courses in political science.
    - 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.

Concentration in American Politics (33)

1. Required Methods Sequence
    - POLS 8800 Elements of Research Design (3)
    - POLS 8805 Introduction to Quantitative Analysis
2. Either POLS 8810 Uses of Intermediate Statistical Methods in Political Science Research or POLS 8840 Qualitative Research Methods (3). Students who wish to substitute another course for the third required methods course (either POLS 8810 or POLS 8840) may do so with the advance permission of the departmental Director of Graduate Studies.
3. POLS 8100 Seminar in American Politics (3)
4. Five additional courses (15 hours) chosen from general American offerings, Public Law, American Institutions, or American Political Behavior (PolS 6100-6180, PolS 8100-8180). One course may be taken in a different political science concentration with the advance approval of the departmental Director of Graduate Studies. Two of these courses may be taken in another department with the advance approval of the departmental Director of Graduate Studies
5. Thesis Option:
    - A minimum of six hours of POLS 8999 Thesis Research.
    - A thesis, written following successful defense of proposal before three-member faculty committee.
    - A thesis defense.
6. Non-Thesis Option (Students wishing to pursue a doctoral degree should not choose this option):
    - Six additional hours of graduate courses in American politics (POLS 6100–POLS 6180, POLS 8100–POLS 8180)
    - A research paper completed according to departmental guidelines

Concentration in International and Comparative Politics (33)

1. Required Methods Sequence

    - POLS 8800 Elements of Research Design (3)
    - POLS 8805 Introduction to Quantitative Analysis
    - Either POLS 8810 Uses of Intermediate Statistical Methods in Political Science Research or POLS 8840 Qualitative Research Methods (3). Students who wish to substitute another course for the third required methods course (either POLS 8810 or POLS 8840) may do so with the advance permission of the departmental Director of Graduate Studies.
2. POLS 8200 Comparative Political Analysis (3) and POLS 8400 International Politics (3).
3. Four additional courses (12 hours) chosen from the areas of comparative (POLS 6200–POLS 6280, POLS 8200–POLS 8280) and international politics (POLS 6400–POLS 6480, POLS 8400–POLS 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 minimum of six hours of POLS 8999 Thesis Research
    - A thesis, written following successful defense of proposal before three-member faculty committee
    - A thesis defense.
5. Non-Thesis Option (Students wishing to pursue a doctoral degree should not choose this option):
    - Six additional hours of graduate courses in comparative (POLS 6200–POLS 6280, POLS 8200–POLS 8280) and international politics (POLS 6400–POLS 6480, POLS 8400–POLS 8480).
    - A research paper completed according to departmental guidelines.

Concentration in Political Science for Educators (30)

1. Required methods course
    - POLS 6800 Research Design and Applied Data Analysis (3)
2. Core seminars in the sub-fields of political science
    - POLS 8100 American Politics (3)
    - POLS 8200 Comparative Politics (3)
    - POLS 8400 International Politics (3)
3. Courses in the teaching of political science
    - POLS 6987 Teaching Politics with Simulations (3)
    - POLS 6988 Teaching American Citizenship (3)
4. Specialized courses in political science
    - Coursework in political science at the 6000 or 8000 level (9)
5. A capstone course in which the student will complete a research project under the supervision of a faculty member.
    - POLS 6990 Teaching Politics and Government – Capstone Project (3)

Concentration in Professional Political and Governmental Practices (33)

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 also offers students to ability to gain hands-on experience with an experiential learning project requirement, as well as multi-disciplinary learning by encouraging students to take related courses in other departments within the University. This program is offered as a terminal degree with a non-thesis option.

1. Required Methods Sequence (6)
    `. Select one course:
        - POLS 8800 Elements of Research Design (3)
        - POLS 6800 Research Design and Applied Data Analysis (3)
    `. POLS 8110 State Politics (3)
2. Each student should take 6 additional graduate Political Science courses selected from the following three practice areas. Additional research methods courses can be counted under any of the practice areas. [Note: potential class options are listed under each practice area, but other courses may be used as well] (18):
    a. Political Communication and Campaign Practices
        - POLS 6158 Campaign Organization and Management (3)
        - POLS 8160] Public Opinion & Attitudes (3)
        - POLS 8150 Political Parties and Interest Groups (3)
        - POLS 8155 Electoral Behavior (3)
        - POLS 8175 African-American Political Participation (3)
        - POLS 8223 Comparative Electoral Systems (3)
        - POLS 8475 War and Public Opinion (3)
        - POLS 8510 Theories on Democracy (3)
    b. Federal Practices, Policy Analysis and Political Economy Practices
        - POLS 8100 Seminar in American Politics (3)
        - POLS 8140 Judicial Process & Policy Making (3)
        - POLS 8145 Laws, Courts, and Policy (3)
        - POLS 8170 American Legislative Process (3)
        - [POLS 8180] Presidential Politics (3)
        - POLS 8270 Comparative Political Economy (3)
        - POLS 8273 Political Economy of Development (3)
        - POLS 8430 International Political Economy (3)
        - POLS 8450 U.S. Foreign Policy (3)
        - POLS 8510 Theories on Democracy (3)
    c. International and Comparative Practices
        - POLS 6420 International Law (3)
        - POLS 8205 Comparative Democratization (3)
        - POLS 8210 Political Development (3)
        - POLS 8215 Politics of Peace (3)
        - POLS 8421 International Organizations and Institutions (3)
        - POLS 8422] NGOs and World Politics (3)
        - POLS 8450 U.S. Foreign Policy (3)
        - POLS 8480 Transitional Justice and the Politics of Memory (3)
        - POLS 8485 Ethics of International Relations (3)
3. Experiential Learning Project (9 hours) – Students must complete one experiential learning project for 9 credit hours; students may choose to find an internship with an organization or political campaign or create another experiential learning project related to their main practice area. All experiential learning projects must receive the advance permission of the departmental Director of Graduate Studies before students will be allowed to register for POLS 8995 (Administrative & Policy Internship) hours. Students may choose to take an additional graduate-level course (3 hours), and thus complete a 6-hour experiential learning project, with the advance permission of the Director of Graduate Studies.

4. We encourage students to take courses in other departments within the University. Up to three courses (9 hours) in departments outside of Political Science may be used if relevant and with advance permission of the departmental Director of Graduate Studies.
5. A non-thesis research paper completed according to departmental guidelines

Specialization in Public Law (33)

1. Required Methods Sequence
    - POLS 8800 Elements of Research Design (3)
    - POLS 8805 Introduction to Quantitative Analysis (3)
    - Either POLS 8810 Uses of Intermediate Statistical Methods in Political Science Research or POLS 8840 Qualitative Research Methods (3). Students who wish to substitute another course for the third required methods course (either POLS 8810 or POLS 8840) may do so with advance permission of the departmental Director of Graduate Studies.
2. Either POLS 8100 Seminar in American Politics, POLS 8200 Comparative Political Analysis, or POLS 8400 International Politics (3)
3. POLS 8140 Judicial Process & Policy Making (3)
4. POLS 8145 Law, Courts & Policy (3)
5. Either POLS 8427 International Human Rights, POLS 6220 Comparative Legal Systems, or POLS 8139 Constitutional Theory (3)
6. Choose one additional Public Law or Public Law-related course (3). One course may be taken in a different political science concentration with the advance approval of the departmental Director of Graduate Studies. Potential courses include, but are not limited to:
    - POLS 6130 Constitutional Law
    - POLS 6131 Civil Rights & Liberties
    - POLS 6420 International Law
    - POLS 6425 International Criminal Justice
    - POLS 8421 International Institutions & Organizations
7. Choose one elective course in consultation with the departmental Director of Graduate Studies (3). Two of the above courses may be taken in another department with the advance approval of the departmental Director of Graduate Studies.
8. Thesis Option:
    - A minimum of six hours of POLS 8999 Thesis Research.
    - A thesis, written following successful defense of proposal before three-member faculty committee.
    - A thesis defense.
9. Non-Thesis Option (Students wishing to pursue a doctoral degree should not choose this option):
    - Six additional hours of graduate courses in Public Law or Public Law-related courses.
    - A research paper completed according to departmental guidelines.

Dual B.A./M.A. Program in Political Science

The department offers a dual Bachelor of Arts and Master of Arts in Political Science. The dual degree opportunity enables qualified students to enroll in graduate courses late in their undergraduate program and apply the coursework toward both the bachelor's and master's programs.

Students must be formally accepted into the dual degree program by the department and College of Arts

and Sciences to be able to take graduate courses as an undergraduate. Additionally, acceptance into the dual program does not constitute admission to the master's program. Students must fulfill regular graduate admissions requirements and apply for the master's program following college processes.

Information about the dual program, including application instructions and program requirements, can be found at cas.gsu.edu/dual-degrees/.

Doctor of Philosophy

1. POLS 8800 Elements of Research Design (3)
2. POLS 8805 Introduction to Quantitative Analysis (3)
3. POLS 8810 Uses of Intermediate Statistical Methods in Political Science Research (3)
4. Either POLS 8830 Advanced Quantitative Methods or POLS 8840 Qualitative Research Methods (3). Students intending to write their dissertations in Political Theory may make a request to the departmental Director of Graduate Studies that up to two of the four courses in the required methods sequence be waived.
5. An additional twenty-four hours of coursework beyond the M.A. (excluding the required methods sequence). For students without an M.A. in hand, 54 hours of coursework must be completed, including the required methods sequence.
6. Distribution Requirement: To ensure a broad knowledge of the discipline of Political Science, all students must take at least one course each in two fields that will not serve as comprehensive exam fields. For the purposes of this requirement, the fields are: American Politics, Comparative Politics, International Politics, Political Theory, and Public Law. The remaining courses should be chosen by the student in consultation with the Director of Graduate Studies in accordance with the student's planned comprehensive exam fields (POLS 6130–POLS 8980).
7. 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.
8. Comprehensive Exams and Field Paper Requirements
    `. All doctoral students must pass a written examination in two of the following fields: American Politics, Comparative Politics, International Politics, Political Theory, Public Law, 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 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.
    `. All doctoral students must also write one "major area" paper; this requirement must be completed within 90 days of successful completion of the written comprehensive exam requirement. Major area paper topics must be related to the student's proposed dissertation interests, and approved by the Director of Graduate Studies as well as a member of the

graduate faculty from the student's primary field.

   `. Major area papers will be read and reviewed at a set date each semester (90 days after the last comprehensive exams were returned) by committees composed of three members of the graduate faculty of the Department of Political Science. Two members of the major area paper committee will be specialists in the chosen topic area or in a related field; the third committee member will be someone whose primary research is in a separate field. Outside readers will be selected by the Director of Graduate Studies at the outset of each academic year. The other two committee members will be chosen by the student in consultation with the Director of Graduate Studies and the student's major advisor; the major advisor may serve as one of the committee members.

9. Foreign Language and Research Skill Requirement: In addition to the required methods sequence, students must demonstrate further research competency by either taking one additional methodology course (to be approved by the Director of Graduate Studies) or passing a foreign language proficiency examination administrated by the Department of World Languages and Cultures. 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.
10. Professionalization/Research Presentation Requirement: All doctoral students will be required by the time they have completed 36 hours of coursework to present a major research paper at the annual GSA Graduate Student Conference. Doctoral students will also be expected to attend Departmental colloquia, workshops, and other events and presentations on a regular basis as part of their ongoing professionalization activities.
11. Twenty hours of POLS 8999 Thesis Research. Students must defend their dissertation proposal no later than 90 days after their major area papers are approved.
12. 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.
13. First and Second Year Process
    `. First Year Review: Based on each first year doctoral student's research interests, he or she will be assigned a faculty mentor in that area. All doctoral students will be evaluated at the end of their first year by the Department's graduate faculty as to their performance in the program to date. An unsatisfactory review may result in dismissal from the program.
    `. Second Year Review: All doctoral students will again be evaluated at the end of their second year by the Department's graduate faculty as to their performance in the program to date. An unsatisfactory review may result in dismissal from the program.
14. Ph.D. students must have approval from the Director of Graduate Studies to count online courses towards their degree.

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 Neuroethics**
  - **Concentration in Cognitive and Affective Neuroscience**
  - **Concentration in Cognitive Sciences Psychology**
- **Dual Master of Public Health / Doctor of Philosophy in Psychology with a Concentration in Community Psychology**

Georgia State University
Department of Psychology
P.O. Box 5010
Atlanta, Georgia 30302-5010
404-413-6200
Email: psycadmissions@gsu.edu
psychology.gsu.edu

Chris Henrich, 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, Neuroethics, 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)

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.

Dual Master of Public Health / Doctor of Philosophy in Psychology with a Concentration in Community Psychology

The PhD/MPH enables participating students to complete both programs in an average of four and half years rather than six. The SPH requires that all MPH candidates earn at least 42 credits hours: 24 hours of core requirements (16 hours of core courses, 3 hours of research methods, 2 hours of practica, and 3 hours to complete a thesis/capstone) and 18 hours filled by taking required concentration core and elective

courses in the HPMB or EPID concentrations. For students enrolled in the PhD/MPH program, the SPH will accept as course credit 12 semester hours of qualifying Comm PSYC courses for the HPMB concentration and 9 credit semester hours for the EPID concentration. Students must earn a grade of B or better to receive MPH credit for Comm PSYC course work.

The CPP requires that all PhD candidates earn at least 95 credit hours (33 hours for the MA degree and then 62 hours for the PhD): 18 credit hours are core courses, 3 credit hours for a required research methods course, 6 hours of statistics, 5 hours to complete a thesis project, 12 hours of other PSYC courses, 12 hours of electives, 9 hours of practicum, 9 hours of reading for general exams and 20 hours of doctoral dissertation research. For students enrolled in the PhD/MPH program, the CPP will accept as course credit 30-33 hours (for HPMB) or 33-36 hours (for EPID) of qualifying public health courses from the MPH curriculum to be credited towards the requirement for the PhD in Comm PSYC. Students must earn a grade of B or better to receive CP credit for their MPH course work.

3370 Religious Studies

Program Offered:

- **Master of Arts in Religious Studies**
  - **Concentration in Non-Profit Management**
- **Dual B.A./M.A. in Religious Studies**

Department of Religious Studies
17th floor, 25 Park Place Bldg.
Georgia State University
P.O. Box 4089
Atlanta, Georgia 30302-4089
404-413-6110
religiousstudies.gsu.edu

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 6150, RELS 6260, RELS 6270, RELS 6450, RELS 6460, RELS 6480, RELS 6490, RELS 6570, RELS 6580
        - History of Religions (non-Abrahamic Traditions): RELS 6080, RELS 6615, RELS 6620, RELS 6625, RELS 6628
    c. One course in comparative / thematic approaches to religions (3):
        - RELS 6080 Religious Dimensions in Human Experience (3)
        - RELS 6200 Religions in America (3)
        - RELS 6225 Psychology and Religion (3)
        - RELS 6240 Death and the Afterlife (3)
        - RELS 6250 African-American Religion (3)
        - RELS 6255 Religion, Race, and Nation (3)
        - RELS 6465 Religion in the American South (3)
        - RELS 6270 Women and Religion (3)
        - RELS 6290 Pilgrimage (3)
        - RELS 6630 Comparative Study of Mysticism (3)
        - RELS 6645 Religion and Sex in Pop Culture (3)
    d. One course in religion and ethics / politics (3):
        - RELS 6030 Introduction to Human Rights (3)
        - RELS 6150 Religion, Nation, and Law (3)
        - RELS 6500 Ethics of Violence (3)
        - RELS 6650 Religion and Ethics (3)
        - RELS 6680 War, Peace, and 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 6150, RELS 6260, RELS 6270, RELS 6450, RELS 6460, RELS 6480, RELS 6490, RELS 6570, RELS 6580
        - History of Religions (non-Abrahamic Traditions): RELS 6040, RELS 6615, RELS 6620, [RELS 6625, RELS 6628
    c. One course in comparative / thematic approaches to religions (3):
        - RELS 6080 Religious Dimensions in Human Experience (3)
        - RELS 6200 Religions in America (3)
        - RELS 6225 Psychology and Religion (3)
        - RELS 6240 Death and the Afterlife (3)
        - RELS 6250 African-American Religion (3)
        - RELS 6255 Religion, Race, and Nation (3)
        - RELS 6465 Religion in the American South (3)
        - RELS 6270 Women and Religion (3)
        - RELS 6290 Pilgrimage (3)
        - RELS 6630 Comparative Study of Mysticism (3)
        - RELS 6645 Religion and Sex in Pop Culture (3)
    d. One course in religion and ethics / politics (3):
        - RELS 6030 Introduction to Human Rights (3)
        - RELS 6150 Religion, Nation, and Law (3)
        - RELS 6500 Ethics of Violence (3)
        - RELS 6650 Religion and Ethics (3)
        - RELS 6680 War, Peace, and 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 (cas.gsu.edu/graduate-studies/admissions/application-deadlines/).

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 coursework within the Religious Studies Department. (See course listings under Religious Studies later in this catalog.) Other departments and programs within Georgia State University also offer courses directly bearing on the academic study of religion. When Religious Studies Masters students satisfy the prerequisites for the courses, they may take and have applied toward their degree requirements no more than two of the following non-departmental courses:

- 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)
- 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)
- WGSS 6210 Women in Cross-Cultural Perspective (3)
- WGSS 6370 Women and Religion (3)
- WGSS 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 religiousstudies.gsu.edu.

Concentration in Non-Profit Management

The department offers a concentration in N0n-Profit Management for the Master of Arts in Religious Studies. Please contact the department graduate director for program curriculum and other details.

Dual B.A./M.A. Program in Religious Studies

The department offers a dual Bachelor of Arts and Master of Arts in Religious Studies. The dual degree opportunity enables qualified students to enroll in graduate courses late in their undergraduate program and apply the coursework toward both the bachelor's and master's programs.

Students must be formally accepted into the dual degree program by the department and College of Arts and Sciences to be able to take graduate courses as an undergraduate. Additionally, acceptance into the dual program does not constitute admission to the master's program. Students must fulfill regular graduate admissions requirements and apply for the master's program following college processes.

Information about the dual program, including application instructions and program requirements, can be found at cas.gsu.edu/dual-degrees/.

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 Urban Spaces and Geography**

Department of Sociology
1041 Langdale Hall
Tel: 404-413-6500
Fax: 404-413-6505
sociology.gsu.edu

Eric Wright, Chair
Jim Ainsworth, Director of Graduate Studies
Reginald Butler, Graduate Coordinator

The Department of Sociology offers three programs, the MA only professional program, the Doctor of Philosophy (Ph.D.) degree program for those who already have an M.A. degree, and the Joint Master of Arts (M.A.) and Doctor of Philosophy (Ph.D) degree program for those entering with a B.A. degree. These programs provide 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 Joint M.A./Ph.D. Program after their completion of a baccalaureate degree or are accepted into the Ph.D.-Only Program after their completion of a master's degree in sociology or a closely related field. 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 six specialty areas: (1) Family; (2) Gender; (3) Health; (4) Life Course, (4) Race and Ethnic Relations; (5) Sexualities; and (6) Urban Studies. We have one interdisciplinary concentration in urban spaces and geography with the geosciences department for students who wish to specialize in urban sociology and geography. 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 goals of the Department are to provide: (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 (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. Applicants may obtain additional information about the Department of Sociology by contacting the Director of Graduate Studies at the address 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 M.A. only program from a baccalaureate program:
    - Applicants must submit scores on the verbal, quantitative, and analytical sections of the GRE.
    - Applicants must submit three (3) letters of recommendation from faculty personally acquainted with the applicant's academic achievements.
    - Applicants must submit a sample of their written scholarly work (e.g., their term/research paper).
2. Students applying for the Doctor of Philosophy program from a baccalaureate program (Joint M.A./Ph.D. Track):
    - Applicants must submit scores on the verbal, quantitative, and analytical sections of the GRE.
    - Applicants must submit three (3) letters of recommendation from faculty personally acquainted with the applicant's academic achievements.
    - 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):
    - Applicants must submit scores on the verbal, quantitative, and analytical sections of the Graduate Record Examination.
    - Although a master's degree in sociology is not required, only students who have an accredited master's degree, in a closely related field, 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.
    - Applicants must submit three (3) letters of recommendation from faculty personally acquainted with the applicant's academic achievements.
    - Applicants must submit a sample of their written scholarly work (e.g., their Master's thesis or term/research paper).

M.A. in Sociology (without continuing to the Ph.D.)

Professional Specialization in Data Analysis

The M.A. Only Program is a 31 credit hour degree program beyond the Bachelor's degree (25 credit hours of course work and 6 credit hours of internship and capstone paper). 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. The M.A.-Only Program consists of a Master's Core (1), Master's Electives (2), and Other Master's Requirements (3).

1. Master's Core Course Work (16 hours):
    - SOCI 8010: Intermediate Social Statistics (3)
    - SOCI 8020: Research Methodology (3)
    - SOCI 8342: Qualitative Methods in Sociology (3)
    - SOCI 9010: Advanced Social Statistics (4)

- SOCI 9020: Advanced Research Methodology (3)

2. Master's Elective Course Work (9 hours or 3 courses):
   Students will take an additional three substantive sociology courses or advanced data analysis courses as electives.

   a. One elective should be in a substantive area such as:
      - SOCI 8030 Sociological Theory I (3)
      - SOCI 8102 Life Course Sociology (3)
      - SOCI 9230 Medical Sociology (3)
      - SOCI 8156 Sexuality and Society (3)
      - SOCI 8216 Gender and Society (3)
      - SOCI 8212 Race and Ethnic Relations (3)
      - SOCI 8226 Urban Sociology (3)

   b. One elective should be in an advanced data analysis or data collection method either in Sociology or another department with permission from the instructor such as:
      - SOCI 9050 Advanced Topics in Research Methods (3)
      - SOCI 8900 Domestic Field School (3)
      - GEOS 6520 Quantitative spatial analysis (4)
      - SOCI 8900 Applied Sociology and Evaluation Methods (3)
      - PH 7711 Epidemiological Methods (3)*
      - PH 8890 Special topics in Biostatistics (3)*
      - EPRS 9570 Hierarchical Linear Modeling (3)*
      - SOCI 8900/GERO 8700 Intervention Research Design (3)

      *Any other methods course that the student would like to take with permission from the graduate director and the course instructor.

   c. One additional substantive or methodological elective of your choice from either offerings (a) or (b).

3. Other Master's Requirements (6 hours):
   - SOCI 8980 Internship (3)
   - SOCI 8997 Capstone (3)

Students with post-Bachelor's degree course work from other accredited institutions may petition to transfer up to 6 hours (2 courses) of course work towards the M.A. degree following petition to, and approval by, the departmental Director of Graduate Studies. With the approval of the departmental Director of Graduate Studies, up to 6 hours (2 courses) of advanced data analysis may be taken in a related field or fields with approval of graduate director.

NOTES:

1. Students must maintain a cumulative grade point average of 3.0 ("B") or better and must receive a grade of "B" or better in each of the required courses. If a student receives a lower grade in a required course, the student must repeat the course the very next time the course is offered to rectify the grade.
2. The total number of hours must include a minimum of 25 hours in sociology in the Department of Sociology at Georgia State University.

Joint M.A./Ph.D. in Sociology

Ninety semester credit hours (52 semester hours of course work and 38 semester hours of non-course work) beyond the Baccalaureate degree, consisting of a Master's Core (1), Master's Electives (2), Other Master's Requirements (3), Doctoral Core (4), Doctoral Specialty Core (5), Doctoral Electives (6), and Other Doctoral Requirements (7).

1. Master's Core Required Course Work (16 hours):
    - SOCI 8000 Proseminar in Sociology (3)
    - SOCI 8010 Intermediate Sociological Statistics (3)
    - SOCI 8020 Research Methodology (3)
    - SOCI 8030 Sociological Theory I (3)
    - SOCI 9010 Multivariate Sociological Data Analysis (4)
2. Master's Elective Course Work (9 hours or 3 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.
3. Other Master's Requirements (6 hours of non-course work):
    - SOCI 8999 Thesis Research (6)
    - A thesis proposal, thesis, and oral defense.
4. Doctoral Core Required Course Work (9 hours):
    - SOCI 8342 Qualitative Methods in Sociology (3)
    - SOCI 9020 Advanced Research Methodology (3)
    - SOCI 9030 Sociological Theory II (3)
5. Select at least two from the core areas (6 hours)
    - SOCI 8102 Life Course Sociology (3)
    - SOCI 9230 Sociology of Health and Illness (3)
    - SOCI 8156 Sexuality and Society (3)
    - SOCI 8216 Gender and Society (3)
    - SOCI 8212 Race and Ethnic Relations (3)
    - SOCI 8226 Urban Sociology (3)
6. Doctoral Elective Course Work (12 hours or 4 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.
7. Other Doctoral Requirements (32 hours of non-course work):
    - SOCI 9999 Dissertation Research (32)
    - Written doctorial exams, a dissertation proposal, 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. Students must register for SOCI 8999 or SOCI 9999 while they are appointed as a GRA, GTA, and/or GLA.
4. Students who are appointed as a GTA B must successfully complete SOCI 9000 Teaching Sociology and SOCI 9001 Teaching Internship prior to their appointment.
5. SOCI 9001 Teaching Internship hours cannot be applied to the Ph.D. degree.
6. tudents must take 3 hours of SOCI 8000 in the Fall semester of their first year in the Joint M.A./Ph.D. Program.

Ph.D. in Sociology

Sixty-three semester credit hours (31 semester hours of course work and 32 semester hours of non-course work) beyond the Master's degree, consisting of a Doctoral Core (1), Doctoral Specialty Core (2), Doctoral Electives (3), and Other Doctoral Requirements (4).

1. Doctoral Core Required Course Work (16 hours):
    - SOCI 8000 Proseminar in Sociology (3)
    - SOCI 8342 Qualitative Methods in Sociology (3)
    - SOCI 9010 Multivariate Sociological Data Analysis (4)
    - SOCI 9020 Advanced Research Methodology (3)
    - SOCI 9030 Sociological Theory II (3)
      NOTE: If a student needs to take SOCI 8010 Intermediate Social Statistics, SOCI 8020 Research Methods, and/or SOCI 8030 Sociological Theory I (or their equivalents, as determined by the Director of Graduate Studies), these courses must be taken as non-credit prerequisites for SOCI 9010, SOCI 9020, and SOCI 9030.
2. Select at least two from the core areas (6hours):
    - SOCI 8102 Life Course Sociology (3)
    - SOCI 9230 Sociology of Health and Illness (3)
    - SOCI 8156 Sexuality and Society (3)
    - SOCI 8216 Gender and Society (3)
    - SOCI 8212 Race and Ethnic Relations (3)
    - SOCI 8226 Urban Sociology (3)
3. Doctoral Elective Course Work (9 hours or 3 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.
4. Other Doctoral Requirements (32)
    - SOCI 9999 Dissertation Research (32)
    - Written doctoral exams, a dissertation proposal, 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. Students must register for SOCI 8999 or SOCI 9999 while they are appointed as a GRA, GTA, and/or GLA.
4. Students who are appointed as a GTA B must successfully complete SOCI 9000 Teaching Sociology and SOCI 9001 Teaching Internship prior to their appointment.
5. SOCI 9001Teaching Internship hours cannot be applied to the Ph.D. degree.
6. Students must take 3 hours of SOCI 8000 in the Fall semester of their first year in the Ph.D.-Only Program.

Concentration in Urban Spaces and Geography

The Ph.D. in Sociology with a concentration in Urban Spaces an Geography consists of a minimum of sixty-three semester credit hours (31-33 semester hours of course work and 32 semester hours of non-course work) beyond the Master's degree, consisting of a Doctoral Core (1), Doctoral Specialty Core (2), Doctoral Electives (3), and Other Doctoral Requirements (4).

1. Doctoral Core Course Work for Urban Spaces and Geography concentration, taken in consultation with PhD advisor (17):
    - SOCI 8000 Proseminar in Sociology (3)
    - SOCI 8342 Qualitative methods in Sociology (3)
    - GEOS 8521 Advanced Quantitative Analysis (4)
    - SOCI 8030 Sociological Theory I (3) or SOCI 9030 Sociological Theory II (3)
    - GEOS 8005 Survey of Geographic Thought (4)
2. Select at least two from the doctoral specialty core areas (7-8):
    - SOCI 8226 Urban Sociology (3)
    - GEOS 8010 Urban economic geography (4)
    - GEOS 8006 Urban environmental seminar (4)
    - GEOS 8534 Advanced GIS (4)
3. Select two sociology electives (6-7)
    - SOCI 8102 Life Course Sociology (3)
    - SOCI 9230 Medical Sociology (3)
    - SOCI 8156 Sexuality and Society (3)
    - SOCI 8216 Gender and Society (3)
    - SOCI 8212 Race and Ethnic Relations (3)
    - SOCI 8900 Special topics in sociology (3)
    - Any other course listed above in B.
4. Other Doctoral Requirements (32 hours of non-course work):
    - SOCI 9999 Dissertation Research (32)
    - Written doctoral exams, a dissertation proposal, a dissertation, and oral defense.

3390 Spanish

Program Offered:

- **Master of Arts in Spanish**
- **Dual B.A./M.A. Program in Spanish**

Department of World Languages and Cultures
841 Langdale Hall (19th floor, 25 Park Place Bldg. effective summer 2017)
404-413-5980
wlc.gsu.edu

William Nichols, Chair
Germán Torres, Associate Chair
Leslie Marsh, Director of Graduate Studies

The Department of World Languages and Cultures offers the Master of Arts (M.A.) degree in 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 World Languages and Cultures by contacting the Director of Graduate Studies at the address above.

Additional Admission Requirements

In addition to the general requirements of the College of Arts & Sciences, the Department of World Languages and Cultures has the following requirements:

1. An undergraduate major or its equivalent in the language to be studied.
2. 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

Lab fees are 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 department or review the GoSolar or catalog course listings to determine if a course includes a lab fee.

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:
        Twenty-four hours of graduate coursework
        A written thesis proposal
        Six hours of thesis research
        A thesis
    b. Non-Thesis Option:
        Thirty hours of graduate coursework
        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.

Dual B.A./M.A. Program in Spanish

The department offers a dual Bachelor of Arts and Master of Arts in Spanish. The dual degree opportunity enables qualified students to enroll in graduate courses late in their undergraduate program and apply the coursework toward both the bachelor's and master's programs.

Students must be formally accepted into the dual degree program by the department and College of Arts and Sciences to be able to take graduate courses as an undergraduate. Additionally, acceptance into the dual program does not constitute admission to the master's program. Students must fulfill regular graduate admissions requirements and apply for the master's program following college processes.

Information about the dual program, including application instructions and program requirements, can be found at cas.gsu.edu/dual-degrees/.

3400 Translation and Interpretation

Programs Offered:

- **Graduate Certificate in Translation (French, German, Spanish)**
- **Graduate Certificate in Interpretation (Spanish)**

Department of World Languages and Cultures
841 Langdale Hall (19th floor, 25 Park Place Bldg. effective summer 2017)
404-413-5980
wlc.gsu.edu

P.O. Box 3970
Atlanta, Georgia 30302-3970
404-413-5980
Email: wclgraduate@gsu.edu

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 World Languages and Cultures 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 World Languages and Cultures. 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 World Languages and Cultures.

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, Gender, and Sexuality Studies

Programs Offered:

- **Master of Arts in Women's, Gender, and Sexuality Studies**
- **Graduate Certificate in Women's, Gender, and Sexuality Studies**

Institute for Women's, Gender, and Sexuality Studies
Georgia State University
22 floor, 25 Park Place Bldg.
P.O. Box 3969
Atlanta, GA 30302-3969
Phone: 404-413-6587
Fax: 404-413-6585
Email: wgss@gsu.edu
wgss.gsu.edu

Susan Talburt, Interim Director
Megan Sinnott, Director of Graduate Studies

Our MA program offers innovative, interdisciplinary approaches to the study of gender, sexuality, race, class, and nation. The Institute for Women's, Gender, and Sexuality Studies' cutting edge academic program focuses on three crucial issues: globalization, sexuality, and social change. The interests of our five core faculty members span the globe, including the African diaspora, the Arab and Islamic worlds, Latin America, Southeast Asia, and North America, with an emphasis on issues related to globalization, sexualities, and culture, as well as local and transnational articulations of feminism. The MA prepares students for doctoral work in Women's, Gender, and Sexuality Studies and other disciplines, as well as careers in non-profit organizations, the social service sector, the political arena, and private enterprise. Some of our students pursue work in creative fields as artists, musicians, poets, journalists, or filmmakers.

To prepare for these career possibilities, WGSS provides three research options:

- Action Research Project: Examples include internships or community organizing accompanied by a theoretical essay.
- Creative Project: Examples include film-making, fiction writing, photography, or performing arts, accompanied by a theoretical essay.
- Thesis Research.

Applicants may obtain additional information about the Institute for Women's, Gender, and Sexuality Studies 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 Institute for Women's, Gender, and Sexuality Studies 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 an 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 1 to be considered for the first decision-making process. Later applications may be considered. All applicants are considered for graduate assistantships.

Degree Requirements

Master of Arts (36 hours)

1. Thirty hours of graduate coursework, 15 hours of which are required (WGSS 8001,WGSS 8002, WGSS 8003, WGSS 8004, and WGSS 8005) and 15 hours of elective WGSS courses, including those with a WGSS prefix cross listed with other departments, or approved courses in other departments. Students must receive a B minus or above in all core and elective WGSS courses, and maintain a minimum overall GPA of 3.0.
2. A minimum of six hours of Thesis Research (WGSS 8999)
3. A thesis or project approved by the student's committee.

Graduate Certificate in Women's, Gender, and Sexuality Studies

Requirements:

A Graduate Certificate in Women's, Gender, and Sexuality Studies is available to eligible graduate students who successfully complete five graduate courses (15 credits) in Women's, Gender, and Sexuality Studies. "Successful completion" means a grade of B or higher in each. Three of these courses must be in the core classes (WGSS 8001 Feminist Theories, WGSS 8002 Globalization and Gender, WGSS 8003 New Directions in Feminism, WGSS 8004 Feminist Methodologies, WGSS 8005 Proseminar in WGSS, or WGSS 8006 Feminist Pedagogy). The other two courses may be in a WGSS elective (drawn from courses bearing a WGSS prefix), only one of which can originate from the student's home department.

Eligibility:

All students seeking the WGSS 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 April 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 Institute for Women's, Gender, and Sexuality Studies M.A. degree program who are unable to complete the program and who have completed the requisite coursework—these students must apply, but existing materials on file can be used for the application and the application fee will be waived;
- Students who apply solely for the Graduate Certificate in Women's, Gender, and Sexuality Studies — these students must submit a complete application and pay the requisite fee.

4000 College of Education and Human Development

(See Section 1600 for Educator Preparation)

Graduate programs in the College of Education and Human Development 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 and Human Development. 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 and Human Development.

Office of the Dean

1000 College of Education Building (10th floor)
404-413-8100
education.gsu.edu/

Paul Alberto, Dean
Gwen Benson, Associate Dean for School, Community and International Partnerships
Walt Thompson, Associate Dean of Graduate Studies and Research
Joyce Many, Associate Dean for Undergraduate Studies and Educator Preparation
Matthew Gillett, College Administrative Officer

Accreditation

The Professional Education Faculty at Georgia State University is accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs at Georgia State University. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, relicensure, or other purposes.

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 and Human Development. The American Psychological Association (APA) accredits the doctoral programs in Counseling Psychology and School Psychology.

The Master of Science (M.S.) program in Communication Sciences and 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
crim.education.gsu.edu/

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 Human Development 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
kh.education.gsu.edu/kh-facilities/applied-physiology-lab/

The Applied Physiology Laboratory serves the research, teaching, and service needs of the Department of Kinesiology and Health. The director of the laboratory is Dr. Andy Doyle.

Biomechanics Laboratory

137 Sports Arena
404-413-8056
kh.education.gsu.edu/kh-facilities/biomechanics-lab/

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 Pediatric Locomotion Sciences

education.gsu.edu/research/center-for-pediatric-locomotion-sciences/

The mission of the Center for Pediatric Locomotion Sciences is to perform innovative, interdisciplinary research to improve the lives of children and adolescents with mobility disorders. Currently, the center is conducting exploratory research in four primary areas that challenge children: idiopathic toe walking, Down syndrome, lower limb amputation and cerebral palsy, and has already made important gains in each of these areas. The co-directors of the center are Dr. Mark Geil and Dr. Jerry Wu.

Center for Research on School Safety, School Climate and Classroom Management

351 College of Education Building
404-413-8074
schoolsafety.education.gsu.edu/

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.

Office of Research and Sponsored Projects

330 College of Education Building
404-413-8090
education.gsu.edu/research/educational-research-bureau/

The Office of Research and Sponsored Projects supports students, faculty and staff in the College of Education & Human Development with pre-award and post-award activities. The office supports educational researchers by assisting with searches for funding opportunities, aiding with proposal and budget development, and providing post-award financial and reporting assistance. The director of the bureau is Ms. Melissa Hodge-Penn.

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. Some programming is assisted through various partnerships with school systems in Georgia. 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, researchers, and practitioners 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 full-day learning opportunities highlighting the work of current K-12 school practitioners and their teams in focused areas of interest. These teams share successes, challenges, and strategies that have worked for them in order to inspire others to begin or improve their own skills and expertise. This series is designed to cover subjects that are relevant, current, and of pressing interest or need in Georgia's K-12 schools.
- **The Aspiring Leaders Institute** is designed to prepare future principals, recommended by their school districts, to become leaders of high achieving 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 Beginning Principals Academy** is a one 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.
- **The Institute for Assistant Principals** is a one year professional development and support program for assistant principals, in their first or second year, under the guidance of experienced mentor assistant principals. Members of the AP Institute receive advice, guidance and support from distinguished, experienced assistant principals; develop a broadened understanding of school processes in relation to successful schools, enhance their decision-making skills; and expand their network of professional colleagues.
- **Academic Coaches Seminar Series** is designed to provide professional development for educators who are in their first, or second, year as an academic or instructional coach, or who are aspiring to this role, within a school or at central office. Members of the Seminar will engage in interactive learning sessions that model the coach/teacher relationship to foster instructional improvement and student academic achievement. The Seminar Series is led by an experienced educational leader who has a proven track record in instructional leadership.

Saturday School

367 College of Education Building
404-413-8029

saturdayschool.education.gsu.edu/

Saturday School for Scholars and Leaders is offered by the Department of Early Childhood Education in the College of Education and Human Development 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
speechlanguagehearing.education.gsu.edu/

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 Sciences and Disorders program offered through the College of Education and Human Development. 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.

Urban Literacy Collaborative and Clinic

100 Dahlberg Hall
ulcc@gsu.edu
http://literacyclinic.education.gsu.edu/

The he Urban Literacy Collaborative and Clinic is devoted to preparing the next generation of literacy teachers and scholars who are seeking practical and intellectual pathways to meet some of the most pressing challenges encountered in urban schools. Its goal is to prepare teachers to enrich the literacy lives of youth in the Atlanta community through individual and small group lessons in reading and writing. The ULCC is also committed to providing outreach programs to youth and families in the surrounding communities. The director of the clinic is Dr. Gholnecsar Muhammad.

4020 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 Human Development 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 and Human Development 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 and Human Development. 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 and Human Development 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 and Human Development adhere to both the University's Student Code of Conduct as described online at codeofconduct.gsu.edu/ 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 other words, the total enrollment of the current term plus the two terms preceding it must add to six hours or more at all times. 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 and Human Development 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 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. Students must be enrolled in at least three semester hours of coursework during the academic term in which they defend the dissertation.

4030 Teacher Certification

Authority to recommend for certification rests with the dean of the College of Education and Human

Development. Questions about certification and certification requirements should be directed to the appropriate department. Instructions for applying for certification can be found here: education.gsu.edu/student-services/office-of-academic-assistance/applying-for-certification/certification-requirements/.

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/admissions/graduate-admissions/. 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.

4040 Office of Academic Assistance and Graduate Admissions

300 College of Education Building
404-413-8000
education.gsu.edu/student-services/office-of-academic-assistance/

Nancy A. Keita, Director
Leslie Currah, Assistant Director, Graduate Admissions and Outreach
Stephen Mendenhall, Assistant Director, Academic Assistance
Carla Woods, Academic Advisor III
Basja Tibbs, Certification Officer and Graduation Counselor

The College of Education and Human Development's Office of Academic Assistance and Graduate Admissions serves the college's students and applicants to its graduate programs. This office:

- Provides application information and materials;
- Receives and evaluates application materials for graduate study in the College of Education, and for the college's undergraduate degree programs;
- Explains catalog regulations;
- Recommends candidates for certification by the Georgia Professional Standards Commission;
- 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 the College's graduate programs, as needed, by appointment only.

Any student or applicant needing assistance may send questions via email to EducAdmissions@gsu.edu or call 404-413-8000. Students should always provide their Panther ID number when seeking advice or assistance.

Department and Faculty Advisement

Each department in the college provides advisement and counseling to students enrolled in its graduate 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.

4050 Changing Major or Degree Status

Georgia State University graduate students in the College of Education and Human Development 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 and Human Development, 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 and Human Development 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 and Human Development. Nondegree credits may not apply to any specialist degree program.

4060 Required Change of Catalog Edition

College of Education and Human Development students (a) who re-enter 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 re-enroll 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, or petition with their re-entry application to retain their current catalog. They must meet all requirements of the current catalog edition.

4070 Courses

Prerequisite Courses

The faculty have designated prerequisites for many College of Education and Human Development 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 the instructor or department to 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 have 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 and Human Development courses numbered 9000 or higher are restricted to students admitted to a doctoral program. Other graduate 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.***

4080 Practicum and Student Teaching Internships

Pre-Service Certificate

All Georgia State University students who are accepted into an educator preparation program and will be completing a field placement must complete the requirements to obtain a Pre-Service Certificate from the Georgia Professional Standards Commission (which includes a criminal background check and the ethics module).

Once students are admitted to an educator preparation program, they will receive an email from the Office of Academic Assistance and Graduate Admissions with instructions on how to apply for the Pre-Service certificate. Do not apply for the Pre-Service Certificate prior to admission.

Application Deadlines

Graduate students enrolled in initial teacher preparation programs will receive information from their department faculty regarding the process to request a field placement associated with the required courses in their program of study including the type of experience needed and application deadlines. The Georgia State University Office of Field Placements will assist the departments by processing the paperwork required for the placements and will notify the department of the approved placements when received. Information for the Office of Field Placements can be found online at education.gsu.edu/student-services/office-of-field-placements/.

Policies and Criteria

Specific information regarding policies related to practicum and student teaching internship placements 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 internship is to take place for additional criteria and specific requirements of the experience.

The practicum 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. If a student is removed from their practicum or student teaching placement, it is not guaranteed that an alternate placement will be obtained for the student in the same semester which may result in delaying the students' completion of their program.

4090 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 enrollment.gsu.edu/assistance/ 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.

To adhere to University policy, the College of Education and Human Development 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/student-services/forms-policies-regulations/.

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 and Human Developlment Office of Academic Assistance and Graduate Admission.

Petition for Waiver or Variance

Any student in the College of Education and Human Development 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/student-services/forms-policies-regulations/.

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/student-services/forms-policies-regulations/.

4100 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 re-entry form and submitting them to the Office of Academic Assistance and Graduate Admissions (300 College of Education Building) by the following deadlines:

- **To re-enter Fall Semester:** August 1
- **To re-enter Spring Semester:** December 1
- **To re-enter Summer Semester:** April 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 and Human Development. 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 and Human Development 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 and Human Development program and may never enroll in any College of Education and Human Development course offerings.

4110 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 application files will not be reviewed until complete.

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 Human Development 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/admissions/graduate-admissions/. The University requires applicants who have a criminal or disciplinary history to complete a background review. Please refer to section 1100 Graduate Admissions for details.

Applications and supporting materials must be filed with the Office of Academic Assistance and Graduate Admissions at the addresses listed at education.gsu.edu/admissions/graduate-admissions/ 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/admissions/application-requirements-deadlines/. The closing dates for receipt of applications and all supporting documents for each of the academic terms are listed in the information about each program. Materials submitted are not returned to the applicant and are not transferable to other institutions.

College of Education and Human Development 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 and Human Development. 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/admissions/graduate-admissions/.

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. One official transcript (applicants may submit electronically through eSCRIP-SAFE or Parchment)

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 a 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 hold a graduate degree from a regionally accredited college or university unless specified otherwise by the program and 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. If required by the program, 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 (use University code only; do not use a department code) from their testing agencies. Some departments also require a minimum score or percentile on the Graduate Record Examination.
4. Some programs accept the Miller Analogies Test in lieu of the GRE. Test scores must be from an examination taken within the last five years prior to term of admission of the program.
5. Applicants who plan to complete a program for initial educator certification, along with those who apply to programs that require it, must present passing scores on the GACE Program Admission Assessment or qualify for exemption. The GACE Program Admissions Assessment can be exempted based on certain scores from the GRE, SAT, or ACT.
6. Applicants who plan to complete a program for initial certification must complete the Georgia Educator Ethics – Program Entry (350) Assessment. Completion of this assessment is required for admission, though there is no "Pass/Fail" grade assigned.
7. Any supplemental application materials required by the major department. Programs may have additional application requirements.

The above list is a general guide. Applicants should visit the Office of Academic Assistance and Graduate Admissions web site at education.gsu.edu/admissions/graduate-admissions/ 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 and the form.

Re-entry

A re-entry 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. (undergraduate students only)
- has attended any semester as a transient and wishes to attend an additional term. (undergraduate students only)

Application Procedures for Re-entry

The Re-entry Application is available online at education.gsu.edu/admissions/graduate-admissions/instructions-for-reentry-into-a-graduate-program/. Students will need to submit a $25.00 application fee with their applications. Re-entry 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.

Re-entry admission is not automatic. A student must re-enter 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 re-entry 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 re-entry. If their academic program no longer exists at the time of re-entry, they may not reenter but instead apply for a new degree program.

International and Immigrant Status 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 and immigrant status applicants who come from non-English speaking countries 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.

Applicants who completed all or part of their education outside the United States are required to have those credentials translated and evaluated (course-by-course, including grade point average) by an independent service. The College of Education and Human Development requires that you use one of the following translation services: Joseph Silny or ECEE Educational Credential Evaluators, Inc. The evaluations must come directly from the service.

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.

The academic credentials (transcripts) completed at institutions outside the United States for all international and immigrant status applicants must be evaluated and judged equivalent (course-by-course, including grade point average) by an independent evaluation service. The College of Education and Human Development requires that you use one of the following translation services: Joseph Silny or ECEE Educational Credential Evaluators, Inc. The evaluations must come directly from the service.

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 and Human Development reserves the right to test international applicants with regard to their skills in English. Accepted applicants will be notified if any testing is required.

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 follow the application instructions and submit by the deadlines outlined in the transient section of the website: education.gsu.edu/admissions/graduate-admissions/transient-student/ Transient applicants submit an online application, pay a $50 application fee, mail "Letter of Good Standing" sent directly to the Office of Academic Assistance and Graduate Admissions from the institution the applicant is currently attending, and indicate which specific Georgia State University course(s) they would like to enroll in.

Georgia State University students currently pursuing degree programs in the College of Education and

Human Development 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 and Human Development 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:** August 1
- **Spring Semester:** December 1
- **Summer Semester:** April 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.

4120 Master's Degree Regulations

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.

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.

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.

Multiple Master's Degrees

Students who hold a degree from the College of Education and Human Development 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.

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, Clinical 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.

Exit Requirement

All master's-degree students must successfully complete an exit requirement in at least one of the following ways as determined by program faculty:

1. Students successfully complete a written comprehensive examination which can be taken only after they have completed at least 27 semester hours of coursework in his or her program and which must be passed within three attempts. Students who do not pass their comprehensive examinations after three attempts will be scholastically excluded from the College of Education and Human Development master's degree program for which they were being examined.
2. Students complete and defend a project, portfolio, or thesis.

Electronic Master's Theses and Doctoral Dissertations Policy

In order to insure that all master´s theses and doctoral dissertations produced at Georgia State University are captured, preserved, and appropriately made available, the University requires all students who produce a master´s thesis or doctoral dissertation in fulfillment of his/her degree to upload the final version of these documents to ScholarWorks@Georgia State University as a condition of the award of the degree.

4125 Creative and Innovative Education (M.A.)

Master of Arts in Creative and Innovative Education

Department of Early Childhood and Elementary Education
550 College of Education Building
404-413-8020
ece.education.gsu.edu/
Lynn Hart, Chair

The M.A. in Creative and Innovative Education is designed for people who wish to further their knowledge about children as creative thinkers and innovative makers. With this degree, individuals working in diverse fields and industries such as K-12 education, the creative arts, business, non-profits, and community outreach organizations can extend their knowledge about children's development and learning with a focus on supporting children's creativity. Geared for graduate students wanting to work with children in either in- or out-of-school settings, our program allows students to apprentice with community businesses and organizations and to take electives in business, policy, education, and the arts and sciences.

Program Degree Requirements

Master of Arts in Creative and Innovative Education

Professional Studies (6)

- ECE 7930 Research and Theories of Creative Learning (3)
- ECE 9850 Research Seminar in Early Childhood and Elementary Education (3)

Major Courses (18)

- ECE 7760 Create to Learn (3)
- ECE 7800 Capstone (3)
- ECE 7850 Apprenticeship in Creative and Innovative Education (3)
- ECE 7960 Seminar Series (3) (Students will take 1 credit hour for 3 semesters.)
- ECE 8021 Child Development and Beyond (3)
- ECE 8100 Children in Society (3)

Electives (12)
Students will select four electives (12 hours) from Georgia State University colleges and schools to fulfill one of the following pathways:

Educational Entrepreneurship and Business
Educational Non-profit Leadership
Arts (including digital arts) Integrated Curriculum Design
Educational Creatives (musicians, visual artists, performers, etc.)

Students can take courses numbered 6000 or above in Art Education (AE), Early Childhood Education (ECE), Learning Technologies (LT), Marketing (MK), Music (MUS), or Policy Studies (PMAP) with the approval of the program coordinator or faculty advisor. Other appropriate courses may be selected with the approval of the program coordinator or faculty advisor.

Any changes in the program of study listed above must be approved by the faculty advisor and a copy of the changes sent to the College of Education and Human Development Office of Academic Assistance and Graduate Admissions.

Program Total: minimum of 36 semester hours

4130 Elementary Education (M.A.T.)

Master of Arts in Teaching (M.A.T.) in Elementary Education

Department of Early Childhood and Elementary Education
550 College of Education Building
404-413-8020
ece.education.gsu.edu/
Lynn Hart, Chair

This initial certification and Master's degree program for the major in Elementary 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 and Human Development graduate degree admission requirements, applicants for this program must have earned a minimum of 2.75 grade-point average calculated on all work

attempted. Students must present passing scores on the GACE Program Admission Assessment or demonstrate an exemption upon application to the program and complete the Georgia Educator Ethics – Program Entry (350) Assessment. Completion of this assessment is required for admission, though there is no "Pass/Fail" grade assigned. Applicants must also participate in oral and written interviews conducted by program faculty and school-based personnel. The Department of Early Childhood and Elementary Education reserves the right to specify additional criteria for applicants. Upon admission to a teacher education program, students will be contacted by the College's Office of Academic Assistance office with instructions to claim enrollment in their program and submit a GaPSC Pre-Service Certificate Application. The pre-service certificate is required for placement in required field experiences or clinical practice.

Program Academic Regulations

This M.A.T. program is a carefully sequenced program that offers optional endorsements for English to Speakers of Other Languages (ESOL) and STEM. Candidates in this program will be eligible to be recommended for Georgia initial certification after earning passing scores on the GACE Content Assessment for Early Childhood Education, Georgia Educator Ethics – Program Exit (360) Assessment, edTPA Assessment, and successfully completing:

- all certification core courses and assessments with a grade-point average of no less than 3.00: ECE 6360, ECE 6370, ECE 6380, ECE 6375, ECE 6385, ECE 6390, ECE 6391, ECE 4650, ECE 6387, ECE 6392, ECE 6406, ECE 6407, ECE 6655, ECE 6656;
- EPY 7090 The Psychology of Learning and Learners: The Young Child (3);
- EXC 4020 Characteristics and Instructional Strategies for Students with Disabilities (3);
- Student teaching with a grade of "B" or higher.

Program Degree Requirements

Master of Arts in Teaching in Elementary Education

Professional Studies (9)
Required (6):

- EPRS 7910 Action Research (3)
- EPY 7090 The Psychology of Learning and Learners: The Young Child (3)

Select one course (3):

- EPSF 7100 Critical Pedagogy (3)
- EPSF 7110 Multicultural Education (3)
- EPSF 7120 Social and Cultural Foundations of Education (3)

Teaching/Field Courses (40)

- ECE 6360 Culturally Responsive Pedagogy (6)
- ECE 6370 Classroom Management and Instruction (3)
- ECE 6375 Responsive Practice for Urban Education (3)
- ECE 6380 Foundation of Literacy Instruction for Young Children (3)

- ECE 6385 Teaching Literacy to Culturally and Linguistically Diverse Learners I (3)
- ECE 6387 ESOL: Language Acquisition (3)
- ECE 6390 Elementary Mathematics Curriculum and Pedagogy (2)
- ECE 6391 Teaching Mathematics in Urban Schools (3)
- ECE 6392 Critical Issues in Elementary Mathematics (2)
- ECE 6406 Science in the Urban Classroom (3)
- ECE 6407 Social Studies Methods for Culturally and Linguistically Diverse Learners (3)
- ECE 4650 Opening School Experience (0)
- ECE 6655 Student Teaching I (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)

Optional STEM Endorsement: If students would like to complete the STEM Endorsement, they must complete ECE 8450, ECE 8455 and ECE 8660.

Teaching Internship Requirements (6)
Candidates must be employed as a full-time teachers in urban classrooms to complete Teaching Internship.

- ECE 6660 Mentorship in the Urban Classroom I (3)
- ECE 6800 Urban Education Capstone Seminar (3)

Program Total: minimum of 55 semester hours

4140 English Education (M.A.T.)

Master of Arts in Teaching (M.A.T.) in English Education

Department of Middle and Secondary Education
600 College of Education Building
404-413-8060
mse.education.gsu.edu/
Gertrude Tinker Sachs, Chair

The Master of Arts in Teaching (M.A.T.) 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:

- 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.)
- Two 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, or (c) one letter from a current work supervisor (if applicable).
- Documentation of previous work experience (resume).

Program Academic Regulations

Upon admission to a teacher education program, students will be contacted by the College's Office of Academic Assistance office with instructions to claim enrollment in their program and submit a GaPSC Pre-Service Certificate Application. The pre-service certificate is required for placement in required field experiences or clinical practice.

Each student is advised by a committee consisting of faculty from the College of Arts and Sciences and faculty from the College of Education and Human Development. 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 Program Admission Assessment, GACE Content Assessment for English, Georgia Educator Ethics – Program Exit (360) Assessment, and edTPA, and successfully completing:

- All content courses recommended for each individual by MSE and Arts and Sciences faculty upon admission to the program;
- 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;
- EPY 7080, The Psychology of Learning and Learners (3), and
- EDCI 6600, Introduction to Secondary Teaching (3); EDCI 4650 Opening School Experience; 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
- Successful presentation of a professional portfolio.

Program Degree Requirements

Master of Arts in Teaching in English Education

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)

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 Course (3):

- EDLA 7150 Children's and Adolescent's 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)
- EDRD 7360 Literacy and Digital Media (3)
- LT 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.

Internship (9)
Required (9):

- EDCI 4650 Opening School Experience (0)
- EDCI 7660 Practicum I (3)
- EDCI 7670 Practicum II (3)
- EDCI 7680 Practicum III (3)

Program total: minimum of 45 semester hours

4150 English to Speakers of Other Languages Education (M.A.T.)

Master of Arts in Teaching (M.A.T.) English to Speakers of Other Languages (ESOL) Education

Department of Middle and Secondary Education
600 College of Education Building
404-413-8060
mse.education.gsu.edu/
Gertrude Tinker Sachs, Chair

The Master of Arts in Teaching major in English to Speakers of Other Languages (ESOL) 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 P-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 and Human Development's requirements for admission to graduate study. Additional requirements specific to this program include:

- An undergraduate or graduate degree or the equivalent from a regionally accredited college or university.
- 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)
- 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:
    - Successful completion of one academic year of a university-level foreign language sequence (three quarters or two semesters of the same language), or
    - Successful completion of two quarters or one semester of a non-Western language, or
    - One year living/studying abroad as an adult, or
    - The acquisition of English as a second language for non-native English speakers.
- 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 P-12 levels, or (c) a letter from a current work supervisor (if applicable).
- Documentation of previous work experience (resume).

Program Academic Regulations

Upon admission to a teacher education program, students will be contacted by the College's Office of

Academic Assistance office with instructions to claim enrollment in their program and submit a GaPSC Pre-Service Certificate Application. The pre-service certificate is required for placement in required field experiences or clinical practice.

Each student is advised by a committee of education faculty including representatives from the Department of Middle and Secondary Education 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 Program Admission Assessment, GACE Content Assessment for Teaching English as a Second Language, Georgia Educator Ethics – Program Exit (360) Assessment, and edTPA, and successfully completing:

- EXC 4020 Characteristics and Instructional Strategies for Students with Disabilities (or its equivalent) and EPY 7080.
- AL 8240, TSLE 7250, TSLE 7260 or AL 8330, TSLE 7440, AL 8460, AL 8470, EDRD 7600, EDRD 7630, EDRD 7650, EDCI 4650, EDCI 7660, EDCI 7670, and EDCI 7680.
- Presentation of a professional portfolio.

Program Degree Requirements

Master of Arts in Teaching in English to Speakers of Other Languages (ESOL) Education

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)

Teaching Field/Major (27)
Required (18):

- EDRD 7600 Theory and Pedagogy in the Study of Literacy (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)

Select one concentration (9):

Applied Linguistics (9)

- AL 8240 General Linguistics (3)
- AL 8460 English Grammar for ESL/EFL Teachers (3)
- AL 8470 Sociolinguistics (3)

Dual Language Immersion (9)

- FORL 6021 Foreign Language Educators and Technology (3)
- FORL 6125 Methods and Materials for Teaching Foreign Languages, P-8 (3)
- FORL 6126 Methods and Materials for Teaching Foreign Languages, 9-12 (3)

*Students in the Dual Language Immersion concentration will be eligible to be recommended for Georgia initial certification in Foreign Language Education after earning passing scores on the GACE Content Assessment for Foreign Language along with other certification requirements listed above.

Internship (9)

- EDCI 4650 Opening School Experience (0)
- EDCI 7660 Practicum I (3)
- EDCI 7670 Practicum II (3)
- EDCI 7680 Practicum III (3)

Program total: minimum of 45 semester hours

4160 English to Speakers of Other Languages Education (M.A.T.) Online

Master of Arts in Teaching (M.A.T.) English to Speakers of Other Languages (ESOL) Education Online Program

Department of Middle and Secondary Education
600 College of Education Building
404-413-8060
mse.education.gsu.edu/
Gertrude Tinker Sachs, Chair

The M.A.T. major in English to Speakers of Other Languages (ESOL) Education 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. Candidates who are not currently working with P-12 ESOL students will need to work with the Office of Field Placement staff in consultation with the program advisor to help arrange field placements. The 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. ESOL Education 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

Upon admission to a teacher education program, students will be contacted by the College's Office of Academic Assistance office with instructions to claim enrollment in their program and submit a GaPSC Pre-Service Certificate Application. The pre-service certificate is required for placement in required field experiences or clinical practice.

Each student is advised by a committee of education faculty including representatives from the Department of Middle and Secondary Education 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 Program Admission Assessment, GACE Content Assessment for Teaching English as a Second Language, Georgia Educator Ethics – Program Exit (360) Assessment, and edTPA, and successfully completing:

- EXC 4020 Characteristics and Instructional Strategies for Students with Disabilities (or its equivalent) and EPY 7080.
- AL 8240, TSLE 7250, TSLE 7260 or AL 8330, TSLE 7440, AL 8460, AL 8470, EDRD 7600, EDRD 7630, EDRD 7650, EDCI 4650, EDCI 7660, EDCI 7670, and EDCI 7680.
- Presentation of a professional portfolio.

Program Degree Requirements

Master of Arts in Teaching in English to Speakers of Other Languages (ESOL) Online Program

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)

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 Literacy (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)

Internship (9)

- EDCI 4650 Opening School Experience (0)
- EDCI 7660 Practicum I (3)
- EDCI 7670 Practicum II (3)
- EDCI 7680 Practicum III (3)

Program total: minimum of 45 semester hours

4170 Health and Physical Education (M.A.T.)

Master of Arts in Teaching (M.A.T.) in Health and Physical Education

Department of Kinesiology and Health
137 Sports Arena
404-413-8050
kh.education.gsu.edu/
Mark Geil, Chair

This M.A.T. 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. In the electives area, students can choose an emphasis in health, physical education, or adapted physical education within the program.

Program Academic Regulations

Upon admission to a teacher education program, students will be contacted by the College's Office of Academic Assistance office with instructions to claim enrollment in their program and submit a GaPSC Pre-Service Certificate Application. The pre-service certificate is required for placement in required field experiences or clinical practice.

Students in this program will be eligible to be recommended for Georgia initial certification after earning passing scores on the GACE Program Admission Assessment, GACE Content Assessment, Georgia Educator Ethics – Program Exit (360) Assessment, and edTPA, and successfully completing:

- EXC 4020 Characteristics and Instructional Strategies for Students with Disabilities (3)
- KH 2122 Applied Health and Wellness (3) or KH 7460 Using Popular Culture to Reduce Youth Risk Behaviors (3)
- KH 2211 Movement Sciences for Practitioners (3)
- KH 3010 Skill Themes and Movement Concepts (3)
- KH 3020 Fitness and Physical Activity (3)
- KH 3030 Invasion Games (3)
- KH 3040 Net/Wall Games (3)
- KH 3080 Dance and Gymnastics (3)
- KH 3200 Instructional Skills for Physical Education and Physical Activity Professionals (3-4) or KH 7230 Developing Teaching Skills for HPE/APE (3)
- KH 3410 Assessment in Health and Physical Education (3) or KH 7470 Using Technology to Assess in Health, Physical Education, and Adapted Physical Education (3)
- KH 3420 Curriculum in Health and Physical Education (3) or KH 7480 Curriculum Development for Health, Physical Education, and Adapted Physical Education (3)
- KH 3700 Sexuality Education for P-12 (3)
- KH 4540 Contemporary Instructional Models for Adapted Physical Education (3) or KH 8650 Physical Education for Students with Developmental, Physical and Sensory Disabilities (3)
- KH 4650 Opening School Experience (0-1)
- KH 6710 Graduate Practicum for Elementary Physical Education (3)
- KH 6720 Graduate Practicum for Secondary Physical Education (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)

Non-coursework requirements for T-4 certification include: Tort Liability Coverage; criminal background check; first aid and CPR proficiency (including infant, child, adult) or completion of KH 2006.

Program Degree Requirements

Master of Arts in Teaching in Health and Physical Education

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)

Teaching Field (21)
Required (9):

- 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 four (12 hours) with adviser's consent or any other courses with adviser's approval:

- KH 6940 Workshop in Kinesiology and Health (3)
- KH 6960 Seminar (3)
- KH 7230 Developing Teaching Skills for HPE/APE (3)
- KH 7260 Methods of Observation in Physical Education (3)
- KH 7460 Using Popular Culture to Reduce Youth Risk Behaviors (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 8650 Physical Education for Students with Developmental, Physical and Sensory Disabilities (3)
- KH 8655 Inclusion through Disability Sport (3)

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)

Program total: minimum of 36 semester hours

4180 Mathematics Education (M.A.T.)

Master of Arts in Teaching (M.A.T.) in Mathematics Education

Department of Middle and Secondary Education
600 College of Education Building
404-413-8060
mse.education.gsu.edu/

Gertrude Tinker Sachs, Chair

The Master of Arts of Teaching (M.A.T.) in Secondary Mathematics Education seeks to advance prospective and/or in-service 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, mathematics content and content pedagogical knowledge. 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 and mathematics education coursework, the program strengthens teachers' mathematical content knowledge and their proficiency for teaching mathematics. In general, the Program of Study is framed by the principles and standards of the National Council of Teachers of Mathematics (NCTM) and the core propositions of the National Board for Professional Teaching Standards (NBPTS), InTASC, NCATE, and Common Core Georgia Performance Standards in Mathematics (CCGPS-M).

Program Admission

All applicants must meet the College of Education and Human Development's requirements for admission to graduate study. Additional admission requirements specific to this program include:

- 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.
- A minimum overall grade-point average of 2.75 for the four courses is used to meet the previous requirement.
- Two 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; or (c) one letter from a current work supervisor (if applicable).
- Documentation of previous work experience (resume).

Program Academic Regulations

The department may specify additional requirements.

Upon admission to a teacher education program, students will be contacted by the College's Office of Academic Assistance office with instructions to claim enrollment in their program and submit a GaPSC Pre-Service Certificate Application. The pre-service certificate is required for placement in required field experiences or clinical practice.

Each student is advised by a committee consisting of faculty from the College of Arts and Sciences and faculty from the College of Education and Human Developments. 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 Program Admission Assessment, GACE Content Assessment for Mathematics, Georgia Educator Ethics – Program Exit (360) Assessment, and edTPA, and successfully completing:

- All content courses recommended for students by MSE and Arts and Sciences faculty upon admission to the program;
- 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;
- EPY 7080, The Psychology of Learning and Learners (3), and
- EDCI 6600, Introduction to Secondary Teaching (3); EDCI 4650 Opening School Experience; 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).
- Successful presentation of a professional portfolio.

Program Degree Requirements

Master of Arts in Teaching in Mathematics Education

Professional Studies (9)
Select one course (3):

- EPRS 7900 Methods of Research in Education (3)
- EPRS 7910 Action Research (3)

Select one course (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)

Teaching Field/Major (18)
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 (9)

- In consultation with his or her advisement committee, the students select coursework numbered 6000 or higher from the Department of Mathematics and Statistics.

Internship (9)
Required (9):

- EDCI 4650 Opening School Experience (0)
- EDCI 7660 Practicum I (3)
- EDCI 7670 Practicum II (3)
- EDCI 7680 Practicum III (3)

Program total: minimum of 36 semester hours

4190 Middle Level Education (M.A.T.)

Master of Arts in Teaching (M.A.T.) Middle Level Education

Department of Middle and Secondary Education
600 College of Education Building
404-413-8060
mse.education.gsu.edu/
Gertrude Tinker Sachs, Chair

The Master of Arts in Teaching 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 and Human Development's requirements for admission to graduate study.

Additional requirements specific to this program include:

- An undergraduate or graduate degree or the equivalent from a regionally accredited college or university.
- 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.
- Two 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, or (c) one letter from a current work supervisor (if applicable).
- Documentation of previous work experience (resume).

Program Academic Regulations

Upon admission to a teacher education program, students will be contacted by the College's Office of Academic Assistance office with instructions to claim enrollment in their program and submit a GaPSC Pre-Service Certificate Application. The pre-service certificate is required for placement in required field experiences or clinical practice.

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 Program Admission Assessment, GACE Content Assessments for Middle Grades, Georgia Educator Ethics – Program Exit (360) Assessment, and edTPA, and successfully completing:

- All content courses recommended for all individuals by the advisement committee upon admission to the program.
- EXC 4020 Characteristics and Instructional Strategies for Students with Disabilities (or its equivalent) and EPY 7080.
- EDCI 7020, EDRD 7630, EDCI 4650; 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).

Master of Arts in Teaching in Middle Level Education

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)

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 and Secondary Education.

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 (ENGL) should be taken from the Department of English and one course (EDLA) from Language and Literacy Education in the Department of Middle and Secondary Education.

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.

Internship (9)
Required (9):

- EDCI 4650 Opening School Experience (0)
- EDCI 7660 Practicum I (3)
- EDCI 7670 Practicum II (3)
- EDCI 7680 Practicum III (3)

Program total: minimum of 45 semester hours

4200 Science Education (M.A.T.)

Master of Arts in Teaching (M.A.T.) Science Education

Department of Middle and Secondary Education
600 College of Education Building
404-413-8060
mse.education.gsu.edu/
Gertrude Tinker Sachs, Chair

The Master of Arts in Teaching 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 and Human Development'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.
- Two 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, or (c) one letter from a current work supervisor (if applicable).
- Documentation of previous work experience (resume).

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 Program Admission Assessment or demonstrate an exemption upon application to the program;
    - Complete the Georgia Educator Ethics – Program Entry (350) Assessment;
    - 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 Program Admission Assessment;
    - 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.

Upon admission to a teacher education program, students will be contacted by the College's Office of Academic Assistance office with instructions to claim enrollment in their program and submit a GaPSC Pre-Service Certificate Application. The pre-service certificate is required for placement in required field experiences or clinical practice.

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 Program Admission Assessment, GACE Content Assessments, Georgia Educator Ethics – Program Exit (360) Assessment, and edTPA, and successfully completing:

- All content courses recommended for the students by MSE and Arts and Sciences faculty upon the students' admission to the program;
- 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;
- EPY 7080 The Psychology of Learning and Learners (3)
- EDCI 6600 Introduction to Secondary Teaching (3); EDCI 4650 Opening School Experience; EDCI 7660 Practicum I (3); EDCI 7670 Practicum II (3); EDCI 7680 Practicum III (3); EDSC 6550 Principles of Science Instruction (3)
- Successful presentation of a professional portfolio.

Program Degree Requirements

Master of Arts in Teaching in Science Education

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)

Teaching Field/Major (18)
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 (9)
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.

Internship (9)
Required (9):

- EDCI 4650 Opening School Experience (0)
- EDCI 7660 Practicum I (3)
- EDCI 7670 Practicum II (3)
- EDCI 7680 Practicum III (3)

Program total: minimum of 36 semester hours

4210 Social Studies Education (M.A.T.)

Master of Arts in Teaching in Social Studies Education (M.A.T.)

Department of Middle and Secondary Education
600 College of Education Building
404-413-8060
mse.education.gsu.edu/
Gertrude Tinker Sachs, Chair

The Master of Arts in Teaching 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 and Human Development'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.
- Two 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, or (c) one letter from a current work supervisor (if applicable)
- Documentation of previous work experience (resume).

Undergraduate students in the Bachelor of Arts with a major in Economics and Bachelor of Science with a major in Economics can apply to the M.A.T. in Social Studies Education if they meet the following requirements.

- Students must participate in pre-advising sessions with Social Studies Education faculty in the Department of Middle and Secondary Education.
- Students may apply to the program at any time after completing 30 hours but prior to completing 90 hours of undergraduate coursework.
    - Students must have earned a minimum cumulative GPA of 3.3.
    - Complete the B.A. or B.S./M.A.T. application form. This will be kept on file in the Department of Economics.
    - Documentation of previous work experience (resume or curriculum vitae).
    - Personal statement of goals and/or reasons for teaching.
    - 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.
- Formal acceptance into the M.A.T. portion of the program will be contingent upon the following:
    - Completion of 75-90 hours towards the B.A. or B.S. degree in Economics.
    - Completion of 24 hours in Economics courses.
    - Filing an application to the M.A.T. program by the appropriate deadline.
    - Maintaining a cumulative GPA of 3.0 or higher.
    - Submission of passing scores on the GACE Program Admission Assessment or demonstrate an exemption upon application to the program.
    - Completion of Georgia Educator Ethics – Program Entry (350) Assessment.
    - Submission of acceptable GRE scores.

Students in the dual program between Economics and Social Studies Education will be allowed to enroll in graduate level coursework in both departments and have the 12 hours count toward both degrees.

Program Academic Regulations

The department may specify additional requirements.

Upon admission to a teacher education program, students will be contacted by the College's Office of Academic Assistance office with instructions to claim enrollment in their program and submit a GaPSC Pre-Service Certificate Application. The pre-service certificate is required for placement in required field experiences or clinical practice.

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 Program Admission Assessment, and GACE Assessments in Economics, Geography, History, and/or Political Science for licensure in the Social Studies content area(s), Georgia Educator Ethics – Program Exit (360) Assessment, and edTPA, and successfully completing:

- All content courses recommended for the students by MSE and Arts and Sciences faculty upon the students' admission to the program;
- 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;
- EPY 7080 The Psychology of Learning and Learners (3) and
- EDCI 6600 Introduction to Secondary Teaching (3), EDCI 4650 Opening School Experience; 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).
- Successful presentation of a professional portfolio.

Program Degree Requirements

Master of Arts in Teaching in Social Studies Education

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)

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 Courses:

- 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)
- LT 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.

Internship (9)
Required (9):

- EDCI 4650 Opening School Experience (0)
- EDCI 7660 Practicum I (3)
- EDCI 7670 Practicum II (3)
- EDCI 7680 Practicum III (3)

Program total: minimum of 45 semester hours

4220 Special Education (M.A.T.)

Master of Arts in Teaching (M.A.T.) in Special Education

Department of Educational Psychology, Special Education, and Communication Disorders
835 College of Education Building

404-413-8040
esc.education.gsu.edu/
Laura Fredrick, Chair

Certification areas: Special Education Adapted Curriculum, Special Education Deaf Education, Early Childhood Special Education, Special Education General Curriculum (Behavior/Learning Disabilities)

The M.A.T. major in Special Education prepares students to teach children with mild to moderate behavior and learning disabilities (e.g., dyslexia and other specific learning disabilities, attention disorders, emotional behavior disorders, mild intellectual disabilities); moderate, severe, and profound intellectual disabilities; autism spectrum disorders; students who are deaf and hard of hearing; 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 M.A.T. degree program contains those courses required for professional certification within each certification area listed. Students who first complete a planned program of study developed with their faculty advisor, and then successfully complete the entire program of study and program requirements (including prerequisites and required coursework and passing scores on the GACE Content Assessments for their concentration) receive a M.A.T. in Special Education and will be recommended by Georgia State University for a clear renewable certificate in the special education concentration that they completed. In the case students elect to only receive the certification and not the Master's degree, all coursework and program requirements indicated for certification only on the Program of Study must be successfully completed. Due to the permeable and iterative design of the program, courses in some of the concentrations must be taken in sequence beginning in the fall. Consult your advisor.

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 by the Office of Academic Assistance and Graduate Admissions. Candidates who are considered for the M.A.T. Special Education program must meet the following criteria prior to program entry:

- undergraduate degree from an accredited college or university;
- undergraduate GPA of 2.5 or higher;
- official scores on the Graduate Record Exam (GRE) from the past five years;
- passing scores on the GACE Program Admission Assessment or exemption from this test based on GRE, SAT, or ACT scores;
- Students must complete the Georgia Educators Ethics – Program Entry (350) Assessment; and
- candidates must also submit two academic or professional letters of recommendation, a resume, and a goal statement.

Program Academic Regulations

Upon admission to a teacher education program, students will be contacted by the College's Office of Academic Assistance office with instructions to claim enrollment in their program and submit a GaPSC Pre-Service Certificate Application. The pre-service certificate is required for placement in required field experiences or clinical practice.

Students may complete the following prerequisite courses at Georgia State University while completing the M.A.T. degree; however, none of this coursework will be counted toward the master's degree requirements.

Early Childhood Special Education General Curriculum Concentration

- Human Growth and Development (EPY 2050) or its equivalent
- Characteristics and Instructional Strategies for Students with Disabilities (EXC 4020) or its equivalent
- Applied Behavior Analysis (EXC 7030) or its equivalent
- Methods of Teaching Reading (EDRD 6600 or EDRD 7600)
- Literacy Assessment and Curriculum Development (EDRD 7550) or Individualized Literacy Assessment and Instruction (EDRD 7650)
- Mathematics Concepts for Special Learners (EDMT 7400) or its equivalent
- Initial Practicum (EXC 7929) or its equivalent

Special Education Adapted Curriculum Concentration

- Characteristics and Instructional Strategies for Students with Disabilities (EXC 4020) or its equivalent
- Methods of Teaching Reading (EDRD 6600 or EDRD 7600) or its equivalent

Special Education Deaf Education Concentration

- Human Growth and Development (EPY 2050
- Characteristics and Instructional Strategies for Students with Disabilities (EXC 4020) or its equivalent
- Methods of Teaching Reading (EDRD 6600 or EDRD 7600)

Special Education General Curriculum (Behavior/Learning Disabilities) Concentration

- Characteristics and Instructional Strategies for Students with Disabilities (EXC 4020) or its equivalent

In addition to these prerequisite coursework requirements:

Students in all Special Education concentrations must take the courses and complete the portfolio for the PSC Georgia Reading Endorsement if they have not completed 15 hours of a content concentration based on previous coursework in language arts, mathematics, science, or social studies.

Students must earn a grade of "B" or higher in each course in the teaching field/major area (B). If the student earns a grade below "B" in a course, s/he must repeat that course. Students will be allowed to repeat a course in this manner one time. Students who fail to earn a grade of "B" or higher after taking the course a second time will be scholastically excluded from this major.

Evaluation of 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 Arts in Teaching Special Education

Substitutions may be made for courses previously taken or other appropriate experiences with the consent of the students' major adviser and the department chairperson.

Professional Education Core (9)
Select one course (3):

- EPSF 7100 Critical Pedagogy (3)
- EPSF 7110 Multicultural Education (3)
- EPSF 7120 Social and Cultural Foundations of Education (3)

Select one course (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).

Teaching Field/Major (27-30) – Select one of the following four concentration areas:

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 Students with Low-functioning 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)
- EXC 4650 Opening School Experience (0)

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).

Special Education Adapted Curriculum Concentration (30)
Required (30):

- EDRD 7650 Individualized Literacy Assessment and Instruction (3)
- EXC 7030 Applied Behavior Analysis (3)
- EXC 7250 Characteristics of Intellectual Disability and Autism Spectrum Disorders (3)
- EXC 7280 Methods for Teaching Students with Intellectual Disability and Students with Autism Spectrum Disorders (3)
- EXC 7281 Assessment and Curriculum Planning: Adapted Curriculum (3)
- EXC 7300 Assistive Technology: Reading and Academics (3)
- EXC 7320 Methods of Teaching Students with Low-Functioning Autism Spectrum Disorders (3)
- EXC 7330 Physical and Health Management of Students with Disabilities (3)
- EXC 7925 Practicum I: Adapted Curriculum (3)
- EXC 7935 Practicum II: Adapted Curriculum (3)
- EXC 4650 Opening School Experience (0)
- Other graduate level courses must be approved by major professor.

Students who are meeting Georgia PSC requirements for a content preparation in literacy may select two of three courses listed as "Professional Education Core" in the options listed above plus ECE 7580 or EDLA 7580 Language Foundations of Literacy Learning (3) or EXC 7190 Alternative Approaches to Literacy Instruction for Students with Disabilities (3).

Special Education Deaf Education Concentration (30)
Required (30):

- EDRD 7650 Individualized Literacy Assessment and Instruction (3)
- EXC 6350 Orientation to Deafness (3)
- EXC 6360 Audiological Considerations (3)
- EXC 7190 Alternative Approaches to Literacy Instruction for Students with Disabilities (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 7920 Practicum I: Deaf/Hard of Hearing (3)
- EXC 7940 Practicum: Deaf/Hard of Hearing (3)
- EXC 4650 Opening School Experience (0)

Students who need an extra practicum prior to student teaching (e.g., for ASL proficiency) may also take EXC 7930 Practicum II: Deaf/Hard of Hearing.

Candidates must post a rating of "Intermediate" on a recognized assessment of their signing skills (e.g. SLPI, ASLPI, EIPA) before admission to EXC 7940 Practicum: Deaf/Hard of Hearing.

Special Education General Curriculum (Behavior/Learning Disabilities) Concentration (27)
Required (27):

- EDRD 6600 Introduction to Material and Methods of Reading Instruction or EDRD 7600 Theory & Pedagogy in the Study of Literacy (3)
- EDRD 7650 Individualized Literacy Assessment and Instruction (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)
- EXC 4650 Opening School Experience (0)

Program total: minimum of 36 semester hours (Adapted Curriculum and Deaf Education concentrations are a minimum of 39 hours)

4230 Collaborative Program (M.A.T.)

Georgia Institute of Technology-Georgia State University B.S./M.A.T. Option

Department of Middle and Secondary Education
600 College of Education Building
404-413-8060
mse.education.gsu.edu/
Gertrude Tinker Sachs, Chair

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 and Secondary Education 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 and Secondary.
- 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 Program Admission Assessment or demonstrate an exemption upon application to the program;
    - Complete the Georgia Educator Ethics – Program Entry (350) Assessment;
    - Submission of acceptable GRE scores; and
    - Filing an application to the M.A.T. program by the appropriate deadline.

4240 Educational Leadership (M.Ed.)

Master of Education (M.Ed.) Educational Leadership

Department of Educational Policy Studies
450 College of Education Building
404-413-8030
eps.education.gsu.edu/
William Curlette, Chair

The M.Ed. major in Educational Leadership prepares leaders in the field of educational administration. The purpose of the Master's degree in Educational Leadership at Georgia State University is to prepare graduates to be effective school and/or system leaders who positively impact student achievement. Throughout the program, students work on meaningful projects in a focused manner that is designed to help them develop the knowledge, skills, and dispositions that are required to lead school and distract improvement efforts. The program fulfills the requirements of the Tier 1 Performance-Based Educational Leadership certification for the State of Georgia.

Program Academic Regulations

Students must earn a "B" or higher in all courses in the M.Ed. program. A student who receives a course grade below a "B" may take that course a second time. If the student does not meet the grade requirement for the course a second time, the student is not eligible to continue in the program. Students also must maintain a GPA of 3.0 in their courses.

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 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 EPS faculty, in jeopardy as a result of the student's behavior. Students in this program are expected to follow the latest version of the Georgia Leadership Standards.

Program Degree Requirements

Master of Education in Educational Leadership

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)

Major (27)
Required (27):

- 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)
- EPEL 7680A Practicum Seminar: Data Analysis and School Improvement Processes for School Leaders (3)
- EPEL 7680B Practicum Seminar: Action Research for School Leaders (3)
- EPEL 8970 Seminar in Educational Leadership (3)
- EPSF 7450 Curriculum Foundations for the Educational Leader (3)

Additional Requirements
Along with course requirements, students are expected to meet program requirements. Those requirements include:

- Portfolio and log internship activity hours
- Reflection Journal
- Successfully complete the Georgia Ethics Pre-and-Post Assessmsents
- Successfully complete the Georgia Assessment for Certification of Educators (GACE) Leadership Exam

Program total: minimum of 36 semester hours

4250 Elementary Education (M.Ed.)

Master of Education (M.Ed.) in Elementary Education

Department of Early Childhood and Elementary Education
550 College of Education Building
404-413-8020
ece.education.gsu.edu
Lynn Hart, Chair

The M.Ed. in Elementary Education is a graduate degree designed for teachers who wish to pursue advanced preparation in a specific content area at the elementary level (dual immersion, English to Speakers of Other Languages, reading, reading recovery, mathematics, science, STEM, or Teacher Support and Coaching Endorsement). Successful completion of the program leads to a master's degree (T-5) and qualifies the candidate for an endorsement in the area of the content concentration. 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 Elementary Education is based on the assumption that learning is a constructive process that 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. Through advanced study in a specific content area, teachers will become knowledgeable of current research and methods for teaching the content and establishing learner-centered classrooms consistent with the appropriate
national and state standards.

Teachers who apply for the program choose one area of content concentration: Dual Immersion (DI), Elementary Literacy, Elementary Literacy in Reading Recovery, Elementary Mathematics, Elementary Science, English to Speakers of Other Languages (ESOL), STEM, or Teacher Support and Coaching Endorsement (TSC). Upon meeting the College of Education and Human Development admissions requirements, students are eligible to pursue either of these courses of study.

All applicants must meet minimum college admission criteria and have obtained teaching certification (Georgia T-4 clear and renewable in Early Childhood Education or equivalent).

- Program begins each semester
- 36 semester hours
- 15 credit hours of coursework in one content concentration: Dual Immersion (DI), Elementary Literacy, Elementary Literacy in Reading Recovery, Elementary Mathematics Education, Elementary Science Education, English to Speakers of Other Languages (ESOL), STEM, or Teacher Support and Coaching Endorsement (TSC).
- Candidates for the Mathematics and Science Endorsements must have one year of teaching before starting the endorsement coursework.

- Candidates for the Dual Immersion Endorsement must hold certification in P-12 Foreign Language Education.
- Commit to three semesters of continuous study with a cohort (9 total credit hours)
- For non-endorsement courses candidate must be currently teaching or working in an early childhood/elementary setting or available to complete teaching assignments in an early childhood/elementary setting.
- IP grading may be assigned for some courses.
- Interviews may be required.

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 and Elementary 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 Elementary Education.

Program Degree Requirements

Master of Education in Elementary Education

Professional Studies (9)
Select One Course (3):

- EPSF 7100 Critical Pedagogy (3)
- EPSF 7110 Multicultural Education (3)
- EPSF 7120 Social and Cultural Foundations of Education (3)

Select One Course (3):

- EPRS 7900 Methods of Research in Education (3)
- EPRS 7910 Action Research (3)

Select One Course (3):

- EPY 7080 The Psychology of Learning and Learners (3)
- EPY 7090 The Psychology of Learning and Learners: The Young Child (3)

Elementary Education Core (9)
Required (9):
Students must enroll in the ECE Core Courses (ECE 7390, ECE 7400, ECE 7410) as part of a cohort beginning in the fall semester of a year and complete over fall/spring/summer in consecutive semesters. Order of the courses may vary.

- 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)

Concentration (15): Select ONE Concentration

Dual Immersion (DI) Concentration (15)

To be eligible for the Dual Immersion Endorsement, candidates must be certified in P-12 Foreign Language Education and successfully complete ECE 7397, ECE 7440, ECE 7730, and ECE 7750.

Required (12):

- ECE 7397 Elementary Mathematics in Dual Immersion Settings (3)
- ECE 7440 Biliteracy: Literacy development in Multilingual Settings (3)
- ECE 7730 Perspectives on Child Development for Culturally and Linguistically Diverse Students (3)
- ECE 7750 Content-Based Curricula, Instruction, and Assessment for Dual Immersion Classrooms (3)

Select One Course (3):

- ECE 7740 Internship in Early Childhood Classroom I (3)
- FORL 6030 Teaching Diverse World Language Learners – Field Experience (3)

Elementary Literacy Concentration (15)
Required (6):

- EDRD 7630 Literacy in the Content Area (3)*
- ECE 7740 Internship in Early Childhood Education Classroom I (3)

Students must enroll in ECE 7740 concurrent with one of the following courses: EDRD 7630, EDRD 6600 , EDRD 7600, EDRD 7550, or EDRD 7650.

Select One Course (3):*

- EDRD 6600 Introduction to Materials and Methods in Reading Instruction (3)
- EDRD 7600 Theory and Pedagogy in the Study of Literacy (3)

Select One Course (3):*

- EDRD 7550 Literacy Assessment and Curriculum Development (3)
- EDRD 7650 Individualized Literacy Assessment and Instruction (3)

Select One Course (3):

- ECE 7280 or EDLA 7280 Early Writing Development (3)
- ECE 7580 or EDLA 7580 Language Foundations of Literacy Learning: From Acquiring Oral

Language to Reading Words (3)
- EDRD 7260 Early Literacy Development and Instruction (3)
- Other courses as approved by the concentration advisor.

*Successful completion of EDRD 7630 and EDRD 6600 or EDRD 7600 and EDRD 7550 or EDRD 7650 and the Reading Endorsement portfolio qualifies an individual for the reading endorsement at the level of the base certificate.

Elementary Literacy Concentration in Reading Recovery (15)

- This concentration includes a fixed sequence of required courses (ECE 7360, ECE 7370, ECE 7380) with enrollment fall through spring term.
- Successful completion of ECE 7360, ECE 7370, and ECE 7380 qualifies the individual for the Reading Endorsement at the level of the base certificate.
- Prior to enrolling in the required Reading Recovery courses the student must submit a school district or consortia site application or the school of employment must be an approved Reading Recovery site.
- The student must complete the Observation Survey Institute in the summer semester prior to enrolling in the required course sequence.

Required (9):

- ECE 7360 Reading Recovery Clinical For Teachers I (3)
- ECE 7370 Reading Recovery Clinical for Teachers II (3)
- ECE 7380 Reading Recovery Clinical for Teachers III (3)

Select Two Courses (6):

- ECE 7280 or EDLA 7280 Early Writing Development (3)
- ECE 7580 or EDLA 7580 Language Foundations of Literacy Learning: From Acquiring Oral Language to Reading Words (3)
- EDRD 7260 Early Literacy Development and Instruction (3)
- ECE 8400 Teacher Development (3) [Students must have completed ECE 7390, ECE 7400, ECE 7410, and 6 hours in the content concentration before enrolling in this course.
- ECE 8680 Internship in Teacher Support (3) (prerequisite is ECE 8400)
- Other courses as approved by the concentration advisor.

Elementary Mathematics Education Concentration (15)

Candidates must have one year of teaching experience to be eligible to enroll in the mathematics concentration courses for the K-5 Mathematics Endorsement.

Required (15):

- ECE 7393 Numbers and Operations in the Elementary Classroom (3)
- ECE 7394 Geometry and Measurement in the Elementary Classroom (3)
- ECE 7395 Rational Numbers and 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) (Students must enroll in ECE 7740 concurrent with one of the following courses: ECE 7393, ECE 7394, ECE 7395, or ECE 7396.)

Successful completion of ECE 7393, ECE 7394, ECE 7395, ECE 7396, and ECE 7740 qualifies an individual for the K-5 Mathematics Endorsement.

Elementary Science Education Concentration (15)

Candidates must have one year of teaching experience to be eligible to enroll in the science concentration courses for the K-5 Science Endorsement.

Required (12):

- ECE 8420 Essentials of Elementary Science (3)
- ECE 8430 Mastery of Elementary Science (3)
- ECE 8440 Leadership in Elementary Science (3)
- ECE 7740 Internship in Early Childhood Classroom I (3) (Students must enroll in ECE 7740 concurrent with one of the following courses: ECE 8420,ECE 8430, or ECE 8440.)

Successful completion of ECE 8420, ECE 8430, ECE 8440, and ECE 7740 qualifies an individual for the K-5 Science Endorsement.

Select One Course (3):

- ECE 7396 Data Analysis and Probability in the Elementary Classroom (3)
- Other courses as approved by the concentration advisor.

English to Speakers of Other Languages (ESOL) Concentration (15)

Successful completion of ECE 6657, ECE 6360, ECE 6380, and ECE 6387 may qualify an individual for the ESOL Endorsement.

Required (12):

- ECE 6657 ESOL: Student Teaching (3)
- ECE 6360 Culturally Responsive Pedagogy (3)
- ECE 6380 Foundations of Literacy Instruction for Young Children (3)
- ECE 6387 ESOL: Language Acquisition (3)

Select One Course (3):

- ECE 7280/EDLA 7280 Early Writing Development (3)
- ECE 7393 Numbers and Operations in the Elementary Classroom (3)
- ECE 7394 Geometry and Measurement in the Elementary Classroom (3)
- ECE 7395 Rational Numbers and Algebra in the Elementary Classroom (3)
- ECE 7396 Data Analysis and Probability in the Elementary Classroom (3)
- ECE 7580/EDLA 7580 Language Foundations of Literacy Learning: From Acquiring Oral

Language to Reading Words (3)
- ECE 8420 Essentials of Elementary Science (3)
- ECE 8430 Mastery of Elementary Science (3)
- ECE 8440 Leadership in Elementary Science (3)
- ECE 8450 Nature of STEM (3)
- ECE 8455 STEM Project-based Instruction (3)
- ECE 8660 STEM Field Experience (3)
- ECE 8680 Internship in Teacher Support (3)

STEM Concentration (15)

Successful completion of ECE 8450, ECE 8455, and ECE 8660 may qualify an individual for the STEM Endorsement.

Required (9):

- ECE 8450 Nature of STEM (3)
- ECE 8455 STEM Project-based Instruction (3)
- ECE 8660 STEM Field Experience (3)

Select Two Courses (6):

- ECE 7393 Numbers and Operations in the Elementary Classroom (3)
- ECE 7394 Geometry and Measurement in the Elementary Classroom (3)
- ECE 7395 Rational Numbers and Algebra in the Elementary Classroom (3)
- ECE 7396 Data Analysis and Probability in the Elementary Classroom (3)
- ECE 8420 Essentials of Elementary Science (3)
- ECE 8430 Mastery of Elementary Science (3)
- ECE 8440 Leadership in Elementary Science (3)

Teacher Support and Coaching Endorsement (TSC) Concentration (15)

Candidates must have three years of teaching experience to be eligible to enroll in the 6 hours of Teacher Support and Coaching Endorsement courses. Successful completion of the endorsement courses (ECE 8400 and ECE 8680) qualify an individual for the stand alone TSC Endorsement.

Required (6):

- ECE 8400 Teacher Development (3)
- ECE 8680 Internship in Teacher Support (3)

Select Three Courses (9):

- ECE 7393 Numbers and Operations in the Elementary Classroom (3)
- ECE 7394 Geometry and Measurement in the Elementary Classroom (3)
- ECE 7395 Rational Numbers and Algebra in the Elementary Classroom (3)

- ECE 7396 Data Analysis and Probability in the Elementary Classroom (3)
- ECE 8420 Essentials of Elementary Science (3)
- ECE 8430 Mastery of Elementary Science (3)
- ECE 8440 Leadership in Elementary Science (3)
- ECE 7280 or EDLA 7280 Early Writing Development (3)
- ECE 7580 or EDLA 7580 Language Foundations of Literacy Learning: From Acquiring Oral Language to Reading Words (3)

Capstone (3)
Required (3):

- ECE 7800 Capstone Experience (3)

The Capstone course is completed during the final semester in which the student plans to graduate and with the approval of the concentration advisor.

Program total: minimum of 36 semester hours

4255 English Education (M.Ed.)

Master of Education (M.Ed.) in English Education

Department of Middle and Secondary Education
600 College of Education Building
404-413-8060
mse.education.gsu.edu/
Gertrude Tinker Sachs, Chair

The M.Ed. major in English Education requires initial preparation in secondary English education or middle level language arts. This program requires the completion of a professional portfolio in the area of English education.

Program Degree Requirements

Master of Education in English Education

Professional Studies (12)
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)

Required (3)

- EDCI 7980 Teaching and Learning in Urban Contexts (3)

Teaching Field/Major (24)
Select English Education Content (15): In consultation with their advisor, students select fifteen hours of coursework appropriate to their interests and goals in English Education and literacy education courses offered at the 7000-or-8000 level.

- 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)
- EDLA 8330 Language Variation and Learning (3)
- EDRD 7360 Literacy and Digital Media (3)
- EDRD 7550 Literacy Assessment and Curriculum Development (3)
- EDRD 7600 Theory and Pedagogy in the Study of Literacy (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 8310 Theoretical Models and Processes for Literacy Learning (3)
- EDRD 8550 Trends and Issues in Language and Literacy Education (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 English Content (9): In consultation with their advisor, students select nine hours of coursework appropriate to their interests and goals from English courses offered at the 6000, 7000, or 8000 level.

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

4260 Health and Physical Education (M.Ed.)

Master of Education (M.Ed.) in Health and Physical Education

Department of Kinesiology and Health
137 Sports Arena
404-413-8050
kh.education.gsu.edu/
Mark Geil, Chair

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, physical education, and adapted physical education content where it is appropriate and includes a combination of coursework, field experiences, and school-based inquiry. Students can choose to emphasize in health, physical education, or adapted physical education within the program.

Program Admission

Teachers must hold or be eligible for a teacher license to apply for the program.
Additionally students will need to submit the following:

- GRE scores within the past 5 years;
- Transcripts (2.5 undergraduate GPA or higher);
- Two letters of recommendation; and
- Statement of professional goals.

Program Academic Regulations

Non-coursework requirements for T-5 certification includes Tort Liability Coverage; first aid and CPR proficiency (including infant, child, adult) or completion of KH 3390.

Program Degree Requirements

Master of Education in Health and Physical Education

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)

Teaching Field Content (21)
Required (15):

- KH 7400 Leadership and Advocacy in Health, Physical Education, and Adaptive Physical Education (3)
- KH 7420 Curriculum Development for Health, Physical Education, and Adaptive Physical Education (3)
- KH 7855 Instructional Assessment and Program Evaluation in Health, Physical Education, and

Adaptive Physical Education (3)
- KH 8350 Supervision in Instructional Settings (3)
- KH 8420 Comprehensive School Physical Activity Programs (3)

Select two courses (6) with advisor's consent from the list below or any other courses with adviser's approval:

- KH 7250 Teaching Models for Health and Physical Education (3)
- KH 7390 Technology in the Service of Learning in Health, Physical Education, and Adaptive Physical Education (3)
- KH 7790 Current Issues in School Health and Physical Education (3)
- KH 8410 Classroom Management Theory and Strategy in Health, Physical Education, and Adaptive Physical Education (3)
- KH 8685 Grant Writing and Fundraising in Health, Physical Education, and Adaptive Physical Education (3)

Inquiry for Practice (6)
Required(6):

- KH 7850 Introduction to Action Based Research for Health, Physical Education, and Adaptive Physical Education (3)
- KH 7870 Action Research Project Health and Physical Education, and Adaptive Physical Education (3)

Program total: minimum of 36 semester hours

4265 Literacy Education (M.Ed.)

Master of Education (M.Ed.) in Literacy Education

Department of Middle and Secondary Education
600 College of Education Building
404-413-8060
mse.education.gsu.edu/
Gertrude Tinker Sachs, Chair

The program for the major in literacy provides for master's level study of literacy processes and literacy instruction for culturally diverse learners in urban spaces. Students will integrate research and theory in practice and will focus on the following concentrations in the field of literacy: (a) reading specialist, (b) digital literacies, and (c) families, communities, and culture.

This M.Ed. program is a 36-semester hour program (9 hours of Professional Studies; 9 hours in a Literacy Education Core; 18 hours in a concentration). The literacy education core meets the requirements for a reading endorsement. The reading specialist concentration is designed to prepare the graduate to work as a teacher of reading and literacy coach in grades P-12 and leads to certification as a Reading Specialist. This degree adheres with the professional standards from the International Literacy Association for reading

professionals and classroom teachers of reading/literacy.

Program Admission

Entry into the Reading Instruction/Specialist concentration requires a bachelor's-level certification in any related area of teaching, three years of teaching experience, competitive GRE scores, 2.5 grade point average, two letters of recommendation, and T4 certification.

Entry into the Digital Literacies concentration and the Families, Communities, and Culture concentration requires a bachelor's degree, competitive GRE scores, 2.5 grade point average and two letters of recommendation.

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 and key assessments and successfully passing the GACE 117/118 Reading Specialist examinations.

- EDCI 7660 Practicum I (3)
- EDRD 7550 Literacy Assessment and Curriculum Development (3)
- EDRD 7600 Theory and Pedagogy in the Study of Literacy (3)
- EDRD 7630 Literacy in the Content Areas (3)
- EDRD 7650 Individualized Literacy Assessment and Instruction (3)
- EDRD 8610 Professional Learning and Leadership of Literacy (3)

Program Degree Requirements
Master of Education in Literacy Education

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)

Teaching Field/Major (27)

Required Literacy Core (9):

- EDRD 7600 Theory and Pedagogy in the Study of Literacy (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 7370 for EDRD 7650.

Choose one concentration (18 hours):

Reading Instruction/Specialist Concentration (18)
Required (15):

- EDCI 7660 Practicum I (3)
- EDLA 7150 Children's and Adolescents' Literature (3)
- EDRD 7260 Early Literacy Development and Instruction (3) OR ECE 9420 Early Literacy Learning (3)
- EDRD 7550 Literacy Assessment and Curriculum Development (3)
- EDRD 8610 Professional Learning and Leadership of Literacy (3)

Literacy Elective (3):
The course may be selected from the list below (if not taken in a concentration) or from other literacy-related courses with consent of a language and literacy education adviser.

- ECE 7380 Reading Recovery Clinical Teacher III (3)
- ECE 8400 Teacher Development (3)
- ECE 8680 Internship in Teacher Support (3)
- EDCI 7420 Assessment Issues in Middle and Secondary Education (3)
- EDCI 7980 Teaching and Learning in Urban Contexts (3)
- EDCI 8810 Directed Readings and Research in Teaching and Learning (1-3)
- 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)
- EDLA 7580/ECE 7580 Language Foundations of Literacy Learning: From Acquiring Oral Language to Reading Words (3)
- EDRD 7360 Literacy and Digital Media (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)
- LT 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)

Note: Completion of ECE 8400 and ECE 8680 will qualify candidates for a Teacher Support and Coaching Endorsement.

Digital Literacies Concentration (18)
Choose Four Courses (12):

- ECE 7760 Create to Learn (3)
- EDLA 7460 Theory and Pedagogy in the Study of Writing (3)
- EDRD 7360 Literacy and Digital Media (3)
- EDRD 8550 Trends and Issues in Language and Literacy Education (3)
- LT 7360 Integrating Technology in School-Based Learning Environments (3)
- Other courses related to this concentration may be selected with consent of advisor.

Literacy Electives (6)
Select 2 courses (6): Courses may be selected from the list below (if not taken in a concentration) or from other literacy-related courses with consent of a language and literacy education adviser.

- ECE 7380 Reading Recovery Clinical Teacher III (3)
- ECE 8400 Teacher Development (3)
- ECE 8680 Internship in Teacher Support (3)
- EDCI 7420 Assessment Issues in Middle and Secondary Education (3)
- EDCI 7980 Teaching and Learning in Urban Contexts (3)
- EDCI 8810 Directed Readings and Research in Teaching and Learning (1-3)
- 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)
- EDLA 7580/ECE 7580 Language Foundations of Literacy Learning: From Acquiring Oral Language to Reading Words (3)
- EDRD 7360 Literacy and Digital Media (3)
- EDRD 7550 Literacy Assessment and Curriculum Development (3)
- EDRD 8280 Literacy for a Diverse Society (3)
- EDRD 8550 Trends and Issues in Language and Literacy Education (3)
- EDRD 8610 Professional Learning and Leadership of Literacy (3)
- EXC 7190 Alternative Approaches to Literacy Instruction for Students with Disabilities (3)
- LT 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)

Note: Completion of ECE 8400 and ECE 8680 will qualify candidates for a Teacher Support and Coaching Endorsement.

Families Communities and Culture Concentration (18)
Required (3):

- EDCI 7660 Practicum I (3)

Select Three Courses (9):
Courses may be selected from the list below or from other literacy-related courses with consent of a language and literacy education adviser.

- EDCI 7980 Teaching Learning in Urban Contexts (3)
- EDLA 8330 Language Variation and Learning (3)
- EDRD 8210 Family and Community Literacies (3)
- EDRD 8280 Literacy for a Diverse Society (3)
- EPY 7500 Individual and Family Over the Lifespan (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)

Note: Completion of TSLE 7250,TSLE 7260, TSLE 7440, and EDCI 7660 along with a portfolio will qualify candidates for an ESOL Endorsement at the level of their base certificate.

Literacy Electives (6)
Select 2 courses (6): Courses may be selected from the list below (if not taken in a concentration) or from other literacy-related courses with consent of a language and literacy education adviser.

- ECE 7380 Reading Recovery Clinical Teacher III (3)
- ECE 8400 Teacher Development (3)
- ECE 8680 Internship in Teacher Support (3)
- EDCI 7420 Assessment Issues in Middle and Secondary Education (3)
- EDCI 7980 Teaching and Learning in Urban Contexts (3)
- EDCI 8810 Directed Readings and Research in Teaching and Learning (1-3)
- 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)
- EDLA 7580/ECE 7580 Language Foundations of Literacy Learning: From Acquiring Oral Language to Reading Words (3)
- EDRD 7360 Literacy and Digital Media (3)
- EDRD 7550 Literacy Assessment and Curriculum Development (3)
- EDRD 8280 Literacy for a Diverse Society (3)
- EDRD 8550 Trends and Issues in Language and Literacy Education (3)
- EDRD 8610 Professional Learning and Leadership of Literacy (3)
- EXC 7190 Alternative Approaches to Literacy Instruction for Students with Disabilities (3)
- LT 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)

Note: Completion of ECE 8400 and ECE 8680 will qualify candidates for a Teacher Support and Coaching Endorsement.

Students must complete a portfolio as an exit requirement.

Program total: minimum of 36 semester hours

4270 Mathematics Education (M.Ed.)

Master of Education (M.Ed.) in Mathematics Education

Department of Middle and Secondary Education
600 College of Education Building
404-413-8060
mse.education.gsu.edu/
Gertrude Tinker Sachs, Chair

The mission of the Master of Education (M.Ed.) degree with a major in Mathematics Education is to prepare educators (i.e., teachers and other professional school personnel) who are: 1) informed by research, knowledge, and reflective practice; 2) empowered to serve as change agents; 3) committed to and respectful of all learners; and 4) engaged with learners, their families, schools, and local and global communities. The M.Ed. Mathematics Education program ensures that candidates gain increased mathematics knowledge and pedagogical knowledge, demonstrate success in bringing middle and high school students from diverse backgrounds to high levels of learning, and use technology skillfully as a tool for teaching and learning mathematics.

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

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)

Teaching Field/Major (27)
Required (9):

- EDMT 8430 Sociocultural and Sociohistorical Issues of Mathematics Education (3)
- EDMT 8820 Ethnomathematics and the Historical Development of Mathematics (3)
- LT 7360 Integrating Technology in School-Based Learning Environments (3)

Choose One Course (3)

- EDMT 7360 Integration of Technology in Mathematics Instruction (3)
- EDMT 7560 Theory and Pedagogy of Mathematics Instruction (3)
- EDMT 8290 Study of Learning and Instruction in Mathematics (3)
- EDMT 8420 Topics in School Mathematics Curriculum (3)
- EDMT 8550 Trends and Issues of Teaching Mathematics (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

4280 Mathematics Education (M.Ed.) Online

Master of Education (M.Ed.) in Mathematics Education Online Program

Department of Middle and Secondary Education
639 College of Education Building
404-413-8060
mse.education.gsu.edu/
Gertrude Tinker Sachs, Chair

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

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)

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 8420 Topics in School Mathematics Curriculum (3)
- EDMT 8430 Sociocultural and Sociohistorical Issues of Mathematics Education (3)

Select 5 courses (15 hours):

- MATH 6301 College Geometry (3)
- MATH 6435 Linear Algebra (3)
- MATH 6547 Introduction to Mathematical Statistics (3)
- MATH 7420 Applied Combinatorics (3)
- MATH 7610 Special Problems and Problem Solving (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

4310 Reading, Language, and Literacy Education (M.Ed.) Online

Master of Education (M.Ed.) in Reading, Language, and Literacy Education Online Program

Department of Middle and Secondary Education
600 College of Education Building
404-413-8060
mse.education.gsu.edu/
Gertrude Tinker Sachs, Chair

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

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)

Teaching Field/Major (27)
Required (21):

- EDCI 7660 Practicum I (3)
- EDRD 7600 Theory and Pedagogy in the Study of Literacy (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 Literacy Assessment and Curriculum Development (3)*
- EDRD 8610 Professional Learning and Leadership of Literacy (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

4320 School Counseling (M.Ed.)

Master of Education (M.Ed.) in School Counseling

Department of Counseling and Psychological Services
950 College of Education Building
404-413-8010
cps.education.gsu.edu/
Dr. 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. Students who complete the program are prepared to take the GACE (Georgia Assessments for the Certification of Educators) subject tests in school counseling as well as the NCC (National Certified Counselor) exam.

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.
- Students in this program are expected to follow the latest version of the American Counseling Association (ACA) Code of Ethics, and the most recent version of the American School Counselor Association (ASCA) Ethical Standards for School Counselors.

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.

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.

During the first term of enrollment, 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. During the academic term in which CPS 6020 or CPS 6030 is first taken, other courses may be taken concurrently. However, when repetition of CPS 6020 or CPS 6030 is necessary, no other CPS coursework may be taken concurrently or prior to successful completion of CPS 6020 or CPS 6030. Students will be allowed to retake CPS 6020 or CPS 6030 for this reason only once. All school counseling students must pass the GACE Content Assessments 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 or taken concurrently with CPS 7661: CPS 6020, CPS 6150, CPS 6410, CPS 6450, CPS 7260, CPS 7300, CPS 7340, CPS 7500 or EPY 7500. Additionally, the following courses must be successfully completed before students are eligible to take internship (CPS 7681): CPS 8260, CPS 8380, CPS 8400 and CPS 8470. CPS 7550 must be taken concurrently with the internship sequence (CPS 7681). Students may be required to take an approved advanced counseling skills course prior to or concurrently with their practicum (CPS 7661) and internship (CPS 7681), depending on course offering. Students are approved to begin the applied practice based upon the number of hours and courses 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 or taken concurrently with CPS 7661: CPS 6030, CPS 6150, CPS 6410, CPS 6450, CPS 7260, CPS 7300, CPS 7340, CPS 7500 or EPY 7500. Additionally, the following courses must be successfully completed before students are eligible to take internship (CPS 7681): CPS 8260, CPS 8380, CPS 8470 and one of the following: CPS 8400 or CPS 8460. CPS 7550 must be taken concurrently with the internship sequence (CPS 7681). Students may be required to take an approved advanced counseling course prior to or concurrently with their practicum (CPS 7661) and internship (CPS 7681), depending on course offering. Students are approved to begin the applied practice based upon the number of hours and courses they have completed in their programs.

The School Counseling applied practice (CPS 7661) must be taken the spring of the first year of the School Counseling program and the internship sequence (CPS 7681) must be taken in fall and spring semesters of the second year of the School Counseling program. Students cannot register for CPS 7661 and CPS 7681 without being admitted into the School Counseling program.

School counseling students must attend one applied practice/internship orientation workshop before turning in the applied practice application, and becoming eligible to register for CPS 7661 and CPS 7681. The applied practice internship workshops are held in the student's first fall semester – dates are posted online at the midpoint of the first fall semester. If students do not attend this workshop, they cannot participate in CPS 7661 in the upcoming spring and CPS 7681 in the upcoming fall and 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 before Georgia State University will recommend them for graduation and/or 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

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)

Teaching Field/Major (33)
Required (33):

- CPS 6150 Ethical and Legal Standards in Counseling and Psychological Services (3)
- CPS 6410 Basic Counseling Skills (3)
- CPS 6450 Group Counseling Systems (3)
- CPS 7260 Counseling Systems and Interventions (3)
- CPS 7300 Career Theory, Assessment, and Intervention (3)
- CPS 7450 Educational and Psychological Appraisal (3)
- CPS 7500/EPY 7500 Individual and Family Over the Life Span (3)
- CPS 7550 Consultation in School Counseling (3)
- CPS 8380 Family Systems and Interventions (3)
- CPS 8430 Advanced Counseling Skills OR another appropriate course may be substituted with the approval of the student's advisor/program coordinator.
- CPS 8470 Crisis Intervention (3)

Select <u>one</u> of the following two options (9):

<u>Elementary-Middle Grades School Counseling (9)</u>
Required (6):

- CPS 6020 Introduction and Professional Orientation to Elementary and Middle School Counseling (3)
- CPS 8400 Introduction to Play Therapy (3)

Elective (3)
Choose One Course (3)

- CPS 8100 Psychobehavioral Diagnosis (3)
- CPS 8300 Traumatology (3)
- CPS 8540 Child/Adolescent Psychopathology (3)
- CPS 8600 Advanced Play Therapy (3)
- EPEL 7000 Educational Leadership and Organizational Culture (3)
- EPEL 7410 Instructional Leadership (3)
- EPRS 7910 Action Research (3)

Secondary School Counseling (9)
Required (3):

- CPS 6030 Introduction and Professional Orientation to Secondary School Counseling (3)

Select One Course (3):

- CPS 8400 Introduction to Play Therapy (3)
- CPS 8460 Biopsychosocial Aspects of Addiction (3)

Elective (3)
Choose One Course (3)

- CPS 8100 Psychobehavioral Diagnosis (3)
- CPS 8300 Traumatology (3)
- CPS 8540 Child/Adolescent Psychopathology (3)
- CPS 8600 Advanced Play Therapy (3)
- EPEL 7000 Educational Leadership and Organizational Culture (3)
- EPEL 7410 Instructional Leadership (3)
- EPRS 7910 Action Research (3)

Applied Practice (9)
Required (3):

- CPS 7661 Applied Practice I: School Counseling (3)

Required (6):

- CPS 7681 Internship: School Counseling (6)

Program total: minimum of 60 semester hours

4330 School Psychology (M.Ed.)

Master of Education (M.Ed.) in School Psychology

Department of Counseling and Psychological Services
950 College of Education Building
404-413-8010
cps.education.gsu.edu/
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:

- Intervene constructively when acute and chronic behavior problems occur.
- Consult effectively with change agents in the child's life (i.e., parents, administrators, teachers).
- Participate in the assessment of individual learning problems.
- Participate in education program planning and management.
- Provide information to promote effective use of the resources of agencies outside the school setting.
- 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 School Psychology 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 Program Admission Assessment 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. Students in this program are expected to follow the latest version of the National Association of School Psychologists (NASP) Principles for Professional Ethics.

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

Professional Studies (9)
Required (6):

- EPRS 7900 Methods of Research in Education (3)
- Any 7000-level or above EPY course in Learning Theory (3) (except EPY 7090 Psychology of Learning and the Learner: The Young Child and EPY 8010 Learning and the School-Age Child)

Select One (3):

- EPSF 7100 Critical Pedagogy (3)
- EPSF 7110 Multicultural Education (3)
- EPSF 7120 Social and Cultural Foundations of Education (3)

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 7495 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

4340 Science Education (M.Ed.) Online

Master of Education (M.Ed.) in Science Education Online Program

Department of Middle and Secondary Education
600 College of Education Building
404-413-8060
mse.education.gsu.edu/
Gertrude Tinker Sachs, Chair

The M.Ed. major in Science Education Online Program is designed for teachers who already hold a clear, renewable certificate 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 Online program 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 Next Generation Science Standards and the core propositions of the

National Board for Professional Teaching Standards.

Program Degree Requirements

Master of Education in Science Education Online Program

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)

Teaching Field/Major (27)
Required (12):

- EDSC 7550 Theory and Pedagogy in Science Instruction (3)
- EDSC 8400 Strategies of Instruction in Science (3)
- EDSC 8550 Trends and Issues in Teaching Science (3)
- EDSC 8600 Science in the School Curriculum (3)

Required (15 hours):

- BIOL 7440 Fundamentals of Evolution (3)
- EDSC 8430 Nature of Science (3)
- GEOS 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

4350 Social Studies Education (M.Ed.)

Master of Education (M.Ed.) in Social Studies Education

Department of Middle and Secondary Education
600 College of Education Building
404-413-8060
mse.education.gsu.edu/
Gertrude Tinker Sachs, Chair

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

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)

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

4355 Special Education (M.Ed.)

Master of Education (M.Ed.) in Special Education

Department of Educational Psychology, Special Education, and Communication Disorders
835 College of Education Building
404-413-8040

esc.education.gsu.edu/
Laura Fredrick, Chair

Concentration Areas: Autism Spectrum Disorders, Behavior/Learning Disabilities, Deaf Education (Deaf/Hard of Hearing), Early Childhood Special Education, Intellectual Disabilities

The M.Ed. major in Special Education provides students with the depth of knowledge and breadth of skill in educating students with disabilities required of a "master teacher" across a variety of educational environments (e.g. classrooms, clinics, hospitals, facilities). Students may concentrate on one of five disability areas: early childhood special education; individuals with autism spectrum disorders; hearing loss; mild to moderate behavior and learning disabilities (e.g., dyslexia and other specific learning disabilities, attention disorders, emotional behavior disorders, mild intellectual disabilities); or moderate, severe, and profound intellectual disabilities. 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 educational and student management procedures. Additionally, students are prepared to work collaboratively with other educational professionals and families, and exhibit the highest standards of professionalism while maximizing pupil learning and development. Because the M.Ed. is an advanced degree, students entering this program must already hold a bachelor's degree in a related area from an accredited college/university program.

This major is appropriate for diverse individuals interested in working with students with disabilities.

- Students with existing teaching certifications. This M.Ed. will lead to a Level 5 advanced degree and certification upgrade.
- Students without backgrounds in education. This M.Ed. may also be appropriate for those who have a background in a related field (e.g. psychology, social work, criminology, speech and language, general education, etc.), do not want to be a classroom teacher, but are interested in obtaining advanced pedagogy, methods, and strategies to work with individuals with disabilities in non-educational settings such as clinics, hospitals, and facilities. Of note, the M.Ed. Special Education program does not result in a teaching certificate for school/classroom licensure.

Students who wish to gain initial certification in special education will need to complete our M.A.T. Special Education program.

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 by the Office of Academic Assistance and Graduate Admissions.

Candidates with an existing teacher certification who wish this degree to count for a certification upgrade must meet the following criteria prior to program admission.

- undergraduate degree from an accredited college or university;
- undergraduate GPA of 2.5 or higher;
- official scores on the Graduate Record Exam (GRE) from the past five years;

- evidence of a T4 certificate in Special Education;
- candidates must also submit two academic or professional letters of recommendation, a resume, and a goal statement; and
- candidates may be required to participate in an interview.

Candidates without backgrounds in education must meet the following criteria prior to program admission:

- undergraduate degree from an accredited college or university;
- undergraduate GPA of 2.5 or higher;
- official scores on the Graduate Record Exam (GRE) from the past five years;
- candidates must also submit two academic or professional letters of recommendation, a resume, and a goal statement; and
- candidates may be required to participate in an interview.

Program Academic Regulations

Students in the M. Ed. in Special Education fulfill the college's Comprehensive Examination requirement by completing one of four capstone scholarly activities, as approved by their major advisor: (1) a master's research thesis, (2) a master's action research project, (3) a master's project, or (4) a master's examination:

- The master's research thesis is a basic research project conducted by the student under the supervision of the chair of his or her advisory committee. At the prospectus defense students are required to propose to their committee their detailed plans for data collection, including the timeline, the method, the people involved in data collection, and the potential use of previously collected data related to the thesis. Only after passing the prospectus defense and receiving approval from the GSU Institutional Review Board may students begin to pursue research participants.
- The master's action research project is an applied project conducted by the student under the supervision of the chair of his or her advisory committee. At the prospectus defense students are required to propose to their committee their detailed plans for data collection, including the timeline, the method, the people involved in data collection, and the potential use of previously collected data related to the project. Only after passing the prospectus defense and receiving approval from the GSU Institutional Review Board may students begin to pursue research participants.
- The master's project consists of a comprehensive written review of literature on a selected topic. A written prospectus describing in detail the proposed project must be submitted to and approved by all three members of the students' advisory committee before the work is begun.
- The master's examination consists of a 4-hour, in-house written examination on a question or questions to be determined by the program faculty. The purpose of the exam is to allow the student to demonstrate mastery of the critical content within their concentration area in the M.Ed. in Special Education.

In addition to these regulations:

- The Department of Educational Psychology, Special Education, and Communication Disorders 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.
- 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 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.

Program Degree Requirements

Master of Education in Special Education

Professional Studies (9)
Select one course (3):

- EPSF 7100 Critical Pedagogy (3)
- EPSF 7110 Multicultural Education (3)
- EPSF 7120 Social and Cultural Foundations of Education (3)

Select one course (3):

- EPRS 7900 Methods of Research in Education (3)
- EPRS 7910 Action Research (3)

Required (3):

- EPY 7080 The Psychology of Learning and Learners (3)

Teaching Field/Major and Electives (27-30)
Choose One Concentration: Autism Spectrum Disorders, Behavior/Learning Disabilities, Deaf Education (Deaf/Hard of Hearing), Early Childhood Special Education, Intellectual Disabilities

Autism Spectrum Disorders Concentration (27)
Required (21):

- EPY 8020 Principles of Applied Behavior Analysis
- EPY 8850 Intro to Single-Case Methodology
- EXC 7310 Strategies for Challenging Behaviors (3)
- EXC 7320 Methods of Teaching Students with Low-Functioning Autism Spectrum Disorders (3)
- EXC 7325 Methods of Teaching High-Functioning Students with Autism Spectrum Disorders (3)
- EXC 7941 Current Issues in Special Education (3)
- EXC 7980 Research in Special Education: Master's Capstone (3)

Elective: choose two courses (6):

- EXC 7170 Methods for Teaching Functional Life Skills to Students with Behavior and Learning Disabilities (3)

- EXC 7190 Alternative Approaches to Literacy Instruction for Students with Disabilities (3)
- EXC 7980 Research in Special Education: Master's Capstone (3): For students who choose to complete the master's research thesis or action research project, an additional 3 hours of EXC 7980 Research in Special Education: Master's Capstone (3) must be taken as one of the required electives so that students can complete their capstone scholarly activity.
- Other courses with the approval of the program advisor.

Students who have completed any of the above coursework may choose additional courses of intellectual and professional interest with advisor approval.

Behavior/Learning Disabilities Concentration (27)
Required (21):

- 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 Current Issues in Special Education (3)
- EXC 7980 Research in Special Education: Master's Capstone (3)

Elective (6):

- The student will select 6 semester hours of program-related graduate-level coursework with consent of their advisor. The purpose of the elective hours is to enable students to create a program of study to fit their individual interests as it relates to students with behavior/learning disabilities. Students will be provided with suggested areas of additional study and appropriate coursework (e.g., Language and Literacy; Mathematics; Science/STEM; Urban Education; Challenging Behaviors; Bilingual/English as a Second Language; Research Methods; Learning & Development; Learning & Technology).
- EXC 7980 Research in Special Education: Master's Capstone (3): For students who choose to complete the master's research thesis or action research project, an additional 3 hours of EXC 7980 Research in Special Education: Master's Capstone (3) must be taken as one of the required electives so that students can complete their capstone scholarly activity.

Students who have completed any of the coursework may choose additional courses of intellectual and professional interest with advisor approval.

Deaf Education Concentration (30)
Required (30):

- EXC 7030 Applied Behavior Analysis (3)
- EXC 7190 Alternative Approaches to Literacy Instruction for Students with Disabilities (3)
- EXC 7325 Methods of Teaching High-Functioning Students with Autism Spectrum 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 7410 Educational Assessment of Atypical Deaf Students (3)
- EXC 7420 Methods for Teaching Atypical Students Who are Deaf/Hard of Hearing (3)
- EXC 7941 Current Issues in Special Education (3)
- EXC 7980 Research in Special Education: Master's Capstone (3)

Students who have completed coursework above choose from the following:

- EDRD 7600 Theory and Pedagogy in the Study of Literacy (3)
- EDRD 7650 Individual Literacy Assessment and Instruction (3)
- CSD and Linguistics courses with advisor approval
- EXC 7980 Research in Special Education: Master's Capstone (3): For students who choose to complete the master's research thesis or action research project, an additional 3 hours of EXC 7980 Research in Special Education: Master's Capstone (3) must be taken so that students can complete their capstone scholarly activity.
- Other courses with the approval of the program advisor.

Students who have completed any of the coursework may choose additional courses of intellectual and professional interest with advisor approval.

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 7300 Assistive Technology: Reading and Academics (3)
- EXC 7320 Methods of Teaching Students with Low-Functioning Autism Spectrum Disorders (3)
- EXC 7650 Characteristics of Young Children with Disabilities (3)
- EXC 7660 Methods of Teaching Young Children with Disabilities (3)
- EXC 7941 Current Issues in Special Education (3)
- EXC 7980 Research in Special Education: Master's Capstone (3)

Elective: choose one course (3):

- EDRD 6600 Introduction to Materials and Methods in Reading Instruction (3)
- EDRD 7600 Theory and Pedagogy in the Study of Literacy (3)
- EXC 7280 Methods of Teaching Students with Intellectual Disability or Autism Spectrum Disorders (3)
- EXC 7980 Research in Special Education: Master's Capstone (3): For students who choose to complete the master's research thesis or action research project, an additional 3 hours of EXC 7980 Research in Special Education: Master's Capstone (3) must be taken as one of the required electives so that students can complete their capstone scholarly activity.
- Other courses with the approval of the program advisor.

Students who have completed any of the above coursework may choose additional courses of intellectual

and professional interest with advisor approval.

Intellectual Disabilities Concentration (27)
Required (21):

- EXC 7030 Applied Behavior Analysis (3)
- EXC 7280 Methods for Teaching Students with Intellectual Disability and Students with Autism Spectrum Disorders (3)
- EXC 7281 Assessment and Curriculum Planning: Adapted Curriculum (3)
- EXC 7310 Strategies for Challenging Behaviors (3)
- EXC 7320 Methods for Teaching Students with Low-Functioning Autism Spectrum Disorders (3)
- EXC 7941 Current Issues in Special Education
- EXC 7980 Research in Special Education: Master's Capstone (3)

Elective: choose two courses (6):

- EXC 7290 Methods for Teaching Students with Physical and Multiple Disabilities: Reading and Academics (3)
- EXC 7330 Physical and Health Management of Students with Disabilities (3)
- EXC 7980 Research in Special Education: Master's Capstone (3): For students who choose to complete the master's research thesis or action research project, an additional 3 hours of EXC 7980 Research in Special Education: Master's Capstone (3) must be taken as one of the required electives so that students can complete their capstone scholarly activity.
- Other courses with the approval of the program advisor.

Students who have completed any of the above coursework may choose additional courses of intellectual and professional interest with advisor approval.

Program total: minimum of 36 semester hours (Deaf Education concentration is a minimum of 39 hours)

4360 Applied Behavior Analysis (M.S.)

Master of Science (M.S.) in Applied Behavior Analysis

Department of Educational Psychology, Special Education, and Communication Disorders
835 College of Education Building
404-413-8040
esc.education.gsu.edu/
Laura Fredrick, Chair

The coursework and practicum courses completed for the M.S. in Applied Behavior Analysis have been approved by the Behavior Analyst Certification Board, Inc. ® as meeting the coursework and experience requirements for eligibility to take the Board Certified Behavior Analyst Examination ®. Applicants will have to meet additional requirements to apply.

The objectives of the program include mastery of basic behavior-analytic skills (measurement, experimental design, behavior-change considerations, fundamental elements of behavior change, specific behavior-change procedures, and behavior-change systems), client-centered responsibilities (identification of the problem, measurement, assessment, intervention, and implementation, management, and supervision), as well as mastery of foundational knowledge including the Behavior Analyst Certification Board Professional Disciplinary and Ethical Standards and Guidelines for Responsible Conduct for Behavior Analysts.

Program Academic Regulations

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 Science in Applied Behavior Analysis

Professional Studies (9)
Required (9):

- EPY 8850 Introduction to Single-Case Methodology (3)
- EPY 8860 Applications of Single-Case Methodology (3)
- EPY 8970 Ethics for Behavior Analysts (3)

Major (15)
Required (12):

- EPY 8020 Principles of Behavior Analysis (3)
- EPY 8030 Advanced Applied Behavior Analysis (3)
- EXC 7310 Strategies for Challenging Behaviors (3)
- EPY 8180 Learning and the school-age child (5-18 years) (3)

Select one course (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 for Teaching Students with High-Functioning Autism Spectrum Disorders (3)

Applied Practice (9)
Required (9):

- EPY 7660 Practicum in Applied Behavior Analysis (9)

Elective (3)
Students select three semester hours of program-related coursework with consent of their adviser. The

purpose of the elective hours is to enable students to shape a program of study to fit their individual intellectual interests. The student and the adviser will discuss potential coursework options in line with the student's individual goals.

Program total: minimum of 36 semester hours

4365 Clinical Rehabilitation Counseling (M.S.)

Master of Science (M.S.) in Clinical Rehabilitation Counseling

Department of Counseling and Psychological Services
950 College of Education Building
404-413-8010
cps.education.gsu.edu/
Brian Dew, Chair

The M.S. major in Clinical Rehabilitation Counseling prepares the students for employment in a variety of corporate and agency rehabilitation settings. The Council on Rehabilitation Education (CORE) accredits the Clinical Rehabilitation Counseling program. This program will seek the joint accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Students who complete the program are prepared to take the examination for certification as a Certified Rehabilitation Counselor, as well as National Certified Counselor exam.

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 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.

Usually, nine 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 clinical 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 6010, CPS 6050, CPS 6410, CPS 6450, CPS 7260, CPS 7300, CPS 7340, CPS 7450, CPS 7500/EPY 7500, CPS 8100, CPS 8320, CPS 8410, CPS 8460, CPS 8470 and EPRS 7900. Contact the Department of Counseling and Psychological Services (404/413-8010) for information on the comprehensive examination schedule.

For clinical 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 7450, CPS 7500/EPY 7500, CPS 8100, CPS 8320, CPS 8410, and CPS 8470. Students may be required to take an approved advanced counseling skills course prior to or concurrently with their practicum (CPS 7663) and internship (CPS 7683), depending on course offering. Students must also attend a practicum internship workshop prior to starting internship. These workshop dates are announced on the CPS website during the first fall semester of the program. Students are approved to begin applied practice based on the number of hours and courses 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. Students in this program are expected to follow the latest version of the American Counseling Association (ACA) Code of Ethics, as well as the most recent version of The Commission on Rehabilitation Counselor Certification (CRCC) Code of Professional Ethics.

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 Clinical Rehabilitation Counseling

Professional Studies (6)
Required (6):

- CPS 7340 Social/Cultural Issues in Counseling and Psychological Services (3)
- EPRS 7900 Methods of Research in Education (3)

Major (42)
Required (42):

- CPS 6010 Professional Identity and Ethics in Mental Health Counseling (3)
- 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 7450 Educational and Psychological Appraisal (3)
- CPS 7500/EPY 7500 Individual and Family Over the Life Span (3)
- CPS 8100 Psychobehavioral Diagnosis (3)
- CPS 8320 Rehabilitation Counseling Placement and Case Management (3)
- CPS 8410 Medical and Psychological Aspects of Disability I (3)
- CPS 8430 Advanced Counseling Skills (3) or another appropriate course may be substituted with the approval of the student's advisor/program coordinator
- CPS 8460 Biopsychosocial Aspects of Addiction (3)
- CPS 8470 Crisis Intervention (3)

Applied Practice Sequence (9)
Required (9):

- CPS 7663 Applied Practice I: Rehabilitation Counseling (3)
- CPS 7683 Internship: Rehabilitation Counseling (6)

Elective (3)
A list of approved electives for the Clinical Rehabilitation Counseling Master's degree is available in each student's handbook.

Program total: minimum of 60 semester hours

4370 Communication Sciences and Disorders (M.S.)

Master of Science (M.S.) in Communication Sciences and Disorders

Department of Educational Psychology, Special Education, and Communication Disorders
835 College of Education Building
404-413-8040
esc.education.gsu.edu/
Laura Fredrick, Chair

The Master of Science (M.S.) degree with a major in Communication Sciences and 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 baccalaureate degree in another area and 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
- Statistics
- Phonetics
- Physical Science (Chemistry or Physics)

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 Sciences and 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 Sciences and 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 Sciences and 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 Sciences and 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 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 Science in Communication Sciences and Disorders

Students must earn a grade of "B" or higher in all courses. If students earn a grade below "B" in a course, that course must be repeated. Students will be allowed to repeat a course 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 Sciences and 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 Courses (63):

- CSD 7450 Language Disorders in Young Children (3)
- CSD 7455 Language Disorders in School Age Children (3)
- CSD 7510 Neuroscience for Communication (3)
- CSD 7520 Speech Sound Disorders (3)
- CSD 7530 Voice Science and Disorders (3)
- CSD 7540 Fluency Disorders (3)
- CSD 7550 Acquired Aphasia (3)
- CSD 7560 Diagnostic Methods of Speech and Language Disorders (3)
- CSD 7570 Advanced Audiological Assessment (3)
- CSD 7590 Contemporary Issues in Communication Disorders (2)
- CSD 7600 Swallowing and Swallowing Disorders (3)
- CSD 7610 Motor Speech Disorders (3)
- CSD 7630 Fundamentals of Clinical Practice (2)
- CSD 7840 Research Methods in Communication Disorders (3)
- CSD 7910 Clinical Practicum in Communication Disorders (8)
- CSD 7950 Communication Disorders Medical Internship (6)
- CSD 7951 Communication Disorders School Internship (6)
- CSD 8330 Acquired Neurocognitive Communication Disorders (3)

Program total: minimum of 63 semester hours

4380 Educational Psychology (M.S.)

Master of Science (M.S.) in Educational Psychology

Department of Educational Psychology, Special Education, and Communication Disorders
835 College of Education Building
404-413-8040
esc.education.gsu.edu/
Laura Fredrick, 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

A committee of three faculty members guides study for the M.S. major in Educational Psychology. After completing nine semester hours of work, the students must select two faculty members to be on their advisory committee. These two faculty members must approve the students' planned program of study. A third faculty member must be added before the students begin working on 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

Professional Studies (15)

Educational Research (6)
Required (3):

- EPRS 7900 Methods of Research in Education (3)
- Select one (3): One additional EPRS course (3)

Social Foundations of Education (3)
Required (3):

- One course with the EPSF prefix (3)

Educational Psychology (6)

For students completing a thesis:
Required (6):

- EPY 7990 Master's 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)

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.

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

4390 Educational Research (M.S.)

Master of Science (M.S.) in Educational Research

Department of Educational Policy Studies
450 College of Education Building
404-413-8030
eps.education.gsu.edu/
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

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)

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.

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

4400 Educational Research (M.S.) Online

Master of Science (M.S.) in Educational Research Online Program

Department of Educational Policy Studies
450 College of Education Building
404-413-8030
eps.education.gsu.edu
William Curlette, Chair

The Master of Science (M.S.) in Educational Research online 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 iCollege (Brightspace/Desire 2 Learn) 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 Degree Requirements

Master of Science in Educational Research Online Program

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)

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

4410 Educational Research/Mental Health Counseling (M.S.)

Master of Science (M.S.) in Educational Research/Mental Health Counseling

Department of Educational Policy Studies

450 College of Education Building
404-413-8030
eps.education.gsu.edu/
William Curlette, Chair

Department of Counseling and Psychological Services
950 College of Education Building
404-413-8010
cps.education.gsu.edu/
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.

4420 Exercise Science (M.S.)

Master of Science (M.S.) in Exercise Science

Department of Kinesiology and Health
137 Sports Arena
404-413-8050
kh.education.gsu.edu/
Mark Geil, Chair

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. The program includes classroom, laboratory, research, and field experience in biomechanics, exercise physiology, and psychology of physical activity and related interdisciplinary coursework in areas such as public health, gerontology, and nutrition. The degree program provides advanced academic preparation for a successful career in the health and fitness field or for advancement to doctoral-level study.

Program Academic Regulations

Students holding undergraduate degrees in physical education, exercise science, or health-related fields (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), and fitness assessment and exercise prescription (KH 4630). Students with deficiencies in these areas will be required to take remedial coursework upon entry into the program.

Culminating Experience

In consultation with their advisor, students in the Exercise Science program must successfully produce and defend a master's thesis, master's internship, or an approved capstone project. 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

Professional Studies (3)
Select One Course or an approved equivalent (3):

- EPRS 7900 Methods of Research in Education (3)
- KH 8825 Research Design (3)

Required Major Courses (12):

- KH 6280 Psychology of Physical Activity (3)
- KH 7500 Physiology of Exercise (3)
- KH 7510 Biomechanics (3)
- KH 8375 Functional Anatomy for Exercise Science (3)

Electives (15):
Select Five Courses (15): In consultation with their advisor, students will select coursework numbered 6000 or higher in a specific area of emphasis.

Culminating Experience (6)
Select One Course (6): In consultation with their advisor, students will select one of the following culminating experiences.

- KH 7750 Internship in Exercise Science (6)
- KH 7810 Directed Readings and Research (6)
- KH 7990 Master's Thesis (6)

Program total: minimum of 36 semester hours

4430 Instructional Design and Technology (M.S.)

Master of Science (M.S.) in Instructional Design and Technology

Learning Technologies Division
233-242, 2nd Floor, College of Education Building
ltd.education.gsu.edu/
Brendan Calandra, Chair

The Master of Science (M.S.) in Instructional Design and Technology provides students with the basic knowledge, skills, and attitudes required of professionals working in the field of IDT in a wide variety of learning and performance improvement contexts such as those found in corporate, healthcare, non-profit government, higher education, P-12 education sectors. In order to meet the individual needs and interests of current and prospective students, the program allows for some amount of flexibility and provides ample opportunities for applying what is learned in courses to authentic projects and experiences.

Program Admission

The applicant must aspire to or currently hold a position related to the field of Instructional Design and Technology.

Program Degree Requirements

Master of Science in Instructional Design and Technology

Professional Studies (6)
Select One Course (3):

- EPRS 7900 Methods of Research in Education (3)
- LT 8300 Design Research in Practice (3)

Select One Course (3):

- EPY 7080 The Psychology of Learning and Learners (3)
- EPY 8070 Understanding and Facilitating Adult Learning (3)
- LT 8100 Introduction to the Learning Sciences (3)

Major (27)
Required (12):

- LT 7100 Design of Performance and Instructional Systems (3)
- LT 7150 Analysis of Performance and Instructional Systems (3)
- LT 8000 Foundations of Instructional Technology (3)
- LT 8150 Project Management for Instructional Designers (3)

Select three (15):

- LT 7110 Instructional Design for School-Based Settings (3)
- LT 7360 Integrating Technology in School-Based Learning Environments (3)
- LT 8050 Evaluation and Assessment of Online Learning (3)
- LT 8090 Internet for Educators (3)
- LT 8110 Leadership in Instructional Technology (3)
- LT 8200 Diffusion and Adoption of Technological Innovation (3)
- LT 8360 E-Learning Design and Development (3)
- LT 8390 Analysis of Education, Training, and Performance Support Centers (3)
- LT 8400 Developing Digital Multimedia for Learning (3)
- LT 8420 Topics in Instructional Technology (3)
- LT 8440 eLearning Environments (3)
- LT 8550 Human Performance Technology (3)
- Other courses may be selected with consent of advisor.

Internship (3)
Required (3):

- LT 8660 Internship in Instructional Technology (3)

Students must have completed at least 24 semester hours of program coursework before taking LT 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

4440 Mental Health Counseling (M.S.)

Master of Science (M.S.) in Mental Health Counseling

Department of Counseling and Psychological Services
950 College of Education Building
404-413-8010
cps.education.gsu.edu/
Brian Dew, Chair

The M.S. major in Mental Health Counseling is a non-certification 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 three semesters of work in an agency setting for a minimum of 700 hours over the three 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 or prior to successful completion of CPS 6010.

Students must successfully complete the following courses to take the comprehensive exam: CPS 6010, CPS 6410, CPS 6450, CPS 7260, CPS 7300, CPS 7340, CPS 7450, CPS 7500 /EPY 7500, CPS 8100, CPS 8380, CPS 8460, CPS 8470, 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 7260, CPS 7300, CPS 7340, CPS 7450, CPS 7500/EPY 7500, CPS 8100, CPS 8380, and CPS 8460. Students may be

required to take an approved advanced counseling skills course prior to or concurrently with their practicum (CPS 7660) and internship (CPS 7680), depending on the course offering. 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. Students in this program are expected to follow the latest version of the American Counseling Association (ACA) Code of Ethics.

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

Professional Studies (9)
Required (9):

- CPS 7340 Social/Cultural Issues in Counseling and Psychological Services (3)
- CPS 7500/EPY 7500 Individual and Family Over the Life Span (3)
- EPRS 7900 Methods of Research in Education (3)

Major (33)
Required (33):

- CPS 6010 Professional Identity and Ethics in Mental Health Counseling (3)
- CPS 6410 Basic Counseling Skills (3)
- CPS 6450 Group Counseling Systems (3)
- CPS 7260 Counseling Systems and Interventions (3)
- CPS 7300 Career Theory, Assessment, and Intervention (3)
- CPS 7450 Educational and Psychological Appraisal (3)
- CPS 8100 Psychobehavioral Diagnosis (3)
- CPS 8380 Family Systems and Interventions (3)
- CPS 8430 Advanced Counseling Skills (3) or another appropriate course may be substituted with the approval of the student's advisor/program coordinator
- CPS 8460 Biopsychosocial Aspects of Addiction (3)
- CPS 8470 Crisis Intervention (3)

Applied Practice Sequence (12)
Required (12):

- CPS 7660 Applied Practice I: Mental Health Counseling (3)
- CPS 7680 Internship: Mental Health Counseling (9)

Elective (6)
A list of approved electives for Mental Health Counseling Master's Degree students is available in each student's handbook.

Program total: minimum of 60 semester hours

4460 Social Foundations of Education (M.S.)

Master of Science (M.S.) Social Foundations of Education

Department of Educational Policy Studies
450 College of Education Building
404-413-8030
eps.education.gsu.edu/
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

Professional Studies (15)

Select one (3):

- EPRS 7900 Methods of Research in Education (3)
- EPRS 7910 Action Research (3)
- EPRS 7920 Classroom Testing, Grading, and Assessment (3)

Select one (3):

- EPSF 7100 Critical Pedagogy (3)
- EPSF 7110 Multicultural Education (3)
- EPSF 7120 Social and Cultural Foundations in Education (3)

Select one (3):

- EPY 7080 The Psychology of Learning and Learners (3)
- EPY 7090 The Psychology of Learning and Learners: The Young Child (3)

For students completing a master's thesis (6)
Required (6):

- EPS 7990 Master's Thesis (6)

For students completing a master's project (6)
Required (6):

- EPS 7991 Master's Project (3)
- Select one course with the EPSF prefix (3)

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)

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

4470 Sport Administration (M.S.)

Master of Science (M.S.) in Sport Administration

Department of Kinesiology and Health
137 Sports Arena
404-413-8050
kh.education.gsu.edu/
Mark Geil, Chair

The Master of Science in Sport 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.

The sport industry segment includes careers in youth, amateur, community, professional, and international sport organizations, in addition to affiliated industries such as event management, media, facilities, merchandising, club management, entrepreneurial enterprising, sports travel and tourism, and athlete representation and management. Potential career paths can be found in such areas as management, marketing, law, finance, media, promotions, public relations, sports information, and coaching. 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 Sport 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 Sport Administration

Major (27)
Required (18):

- KH 6480 Sport Organizational Behavior (3)
- KH 6560 Budgeting and Finance in Sports and Recreation (3)
- KH 7100 Sport Management and Leadership (3)
- KH 7200 Cultural Aspects of Sport (3)
- KH 7410 Sport Marketing (3)
- KH 7610 Sport Law (3)

Research Requirement
Select One Course (3):

- EPRS 7900 Methods of Research in Education (3)
- KH 8825 Research Design (3)
- MK 8200 Marketing Research (3)

Internship or Thesis Track Requirement
Select One Course (6):

- KH 7662 Internship in Sports Management (6)
- KH 7990 Master's Thesis (6)

Electives (9)
Select Three Courses (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

4480 Sports Medicine (M.S.)

Master of Science (M.S.) in Sports Medicine

Department of Kinesiology and Health
137 Sports Arena
404-413-8050
kh.education.gsu.edu/
Mark Geil, 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 certification. Candidates may be eligible for 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 certified athletic trainer, resume, and cover letter. Applicants will also be required to participate in an on-campus interview with faculty.

Program Degree Requirements

Master of Science in Sports Medicine

Professional Studies (10)
Required (12):

- EPRS 7900 Methods of Research in Education (3) or KH 8825 Research Design (3)
- KH 7530 Applied Anatomy for Sports Medicine (4)
- KH 8780 Biomechanics of Sports Medicine (3)

Major (26)
Required (18):

- KH 7580 Concepts of Orthopedic Rehabilitation (3)
- KH 7660 Practicum in Athletic Training (4)
- KH 8265 Therapeutic Modalities in Orthopedic Rehabilitation (2)
- KH 8300 Orthopedic Basis of Injury (3)
- KH 8640 Lab Techniques for Sports Medicine (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 (5)
- 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)
- EPY 7080 The Psychology of Learning and Learners (3)
- KH 6560 Budgeting and Finance in Sports Recreation (3)
- KH 7200 Cultural Aspects of Sport (3)
- KH 7380 Planning and Management of Sports Facilities (3)
- KH 7500 Physiology of Exercise (3)
- KH 7610 Sport Law (3)
- KH 7780 Drug Use Intervention and Prevention (3)
- KH 8825 Research Design (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

4490 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 and Human Development.

Educator preparation Ed.S. programs address the following objectives:

- 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.
- 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.
- 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 and Human Development 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/student-services/forms-policies-regulations/. 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

- Only courses taken after admission to the Specialist in Education degree program may be used to fulfill program requirements for the Ed.S. degree.
- 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.
- Coursework in which a grade below "C" is earned may not be applied to the specialist programs.
- 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.
- Students must complete a minimum of 27 semester hours of program coursework at Georgia State University.
- Students seeking specialist-level teacher certification must have completed three years of appropriate school experience prior to completion of the Specialist in Education degree.
- No coursework may be more than six calendar years old at the time of graduation.

Comprehensive Examination

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.

4500 Educational Leadership (Ed.S.)

Specialist in Education (Ed.S.) in Educational Leadership

Department of Educational Policy Studies
450 College of Education Building
404-413-8030
eps.education.gsu.edu/
William Curlette, Chair

The Ed.S. program in Educational Leadership fulfills the requirements of the Tier II Performance-Based Educational Leadership certification for the State of Georgia. The purpose of the Performance-Based Specialist (Ed.S. Degree) certification program in Educational Leadership at Georgia State University is to prepare graduates to be effective school and system leaders who positively impact student achievement. Throughout the program, students work on meaningful projects in a focused manner that is designed to help them develop the knowledge, skills, and dispositions that are required to lead school and district improvement efforts. Georgia State University collaborates closely with its partner districts to help assure that students are being properly prepared to successfully address the school and district needs.

Program Admission

Applicants for the Ed.S. degree must be full-time, practicing educators and be employed in a leadership role in a partnering school system. Because Tier II certification is not a self-select program in the state of Georgia, applicants must receive written permission from their employers to participate.

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

Professional Studies (6)
Required (3):

- EPSF 8440 Curriculum Design and Analysis (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)

Major (24)
Required (24):

- EPEL 8000 Research in Educational Leadership and Organizational Structure (3)
- EPEL 8020 Leadership for Change in a Diverse Society (3)
- EPEL 8420 Advanced Instructional Leadership (3)
- EPEL 8650 The Principal (3)
- EPEL 8690 Research-Based Decision Making for School Leaders (3)
- EPEL 8970 Seminar in Educational Leadership (9)

Program advisors may approve substitute courses as necessary.

Following the completion of coursework, persons wishing to obtain the Tier II certification in the State of Georgia must receive a passing score on the GACE Educational Leadership Tests.

Program total: minimum of 30 semester hours

4510 School Counseling (Ed.S.)

Specialist in Education (Ed.S.) in School Counseling

Department of Counseling and Psychological Services
950 College of Education Building
404-413-8010

cps.education.gsu.edu/
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. Students in this program are expected to follow the latest version of the American Counseling Association (ACA) Code of Ethics, and the most recent version of the American School Counselor Association (ASCA) Ethical Standards for School Counselors.

Program Degree Requirements

Specialist in Education in School Counseling

Professional Studies (3)
Choose One Course (3):

- EPRS 8500 Qualitative/Interpretive Research in Education I (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 8210 Sociology of Education (3)
- EPSF 8260 Sociology of Inner-City Children (3)
- EPSF 8270 Philosophy of Education (3)
- EPSF 8280 Anthropology of Education (3)
- EPSF 8320 Politics and Policy in Education (3)
- EPSF 8340 History of American Education (3)
- EPSF 8350 Comparative Educational Systems (3)

Teaching Field/Major (15)
Required (15):

- 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 (6)

Electives (9)
Choose 9 hours from the following courses:

- CPS 8100 Psychobehavioral Diagnosis (3)
- CPS 8260 Program Evaluation, Advocacy, and Leadership in School Counseling (3)
- CPS 8300 Traumatology (3)
- CPS 8431 Counseling Skills and Strategies for School-Aged Children (3)
- CPS 8600 Advanced Play Therapy (3)
- CPS 8650 Advanced Counseling Theory (3)
- EPEL 7000 Educational Leadership and Organizational Culture (3)
- EPEL 7330 Law, Policy, and Governance (3)
- EPY 8120 Motivational Factors in Learning and Behavior (3)
- EPY 8180 Learning and the School-Age Child (3)
- EPY 8200 Advanced Developmental Psychology: Cognition and Intellect (3)
- EPY 8220 Advanced Developmental Psychology: Personality and Socialization (3)
- EPY 8250 Psychology of Inner-City Children (3)
- EPRS 8500 Qualitative/Interpretive Research in Education I (3) (if not completed for the Professional Studies requirement)
- EPRS 8530 Quantitative Methods and Analysis in Education I (3) (if not completed for the Professional Studies requirement)
- Other courses as approved by the program coordinator

Program total: minimum of 30 semester hours

4520 School Psychology (Ed.S.)

Specialist in Education (Ed.S.) in School Psychology

Department of Counseling and Psychological Services
950 College of Education Building
404-413-8010
cps.education.gsu.edu/
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:

- Intervene constructively when acute and chronic behavior problems occur.
- Consult effectively with change agents in the child's life (i.e., parents or guardians, administrators, and teachers).

- Participate in the assessment of individual learning problems.
- Participate in education program planning and management.
- Provide information to promote effective use of the resources of agencies outside the school setting.
- Administer programs of psychological services in the educational setting.
- 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 School Psychology 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 Program Admission 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. Students in this program are expected to follow the latest version of the National Association of School Psychologists (NASP) Principles for Professional Ethics.

Program Degree Requirements

Specialist in Education in School Psychology

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)

Teaching Field/Major (34)
Required (31):

- CPS 6150 Ethical and Legal Standards in Counseling and Psychological Services (2)
- 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)

Choose One Course (3):

- CPS 6450 Group Counseling (3)
- CPS 8400 Introduction to Play Therapy (3)
- CPS 8431 Counseling Skills and Strategies for School Aged Children (3)

Program total: minimum of 43 semester hours

4530 Doctoral Programs Admissions

education.gsu.edu/admissions/graduate-admissions/

Admission to the doctoral programs in the College of Education and Human Development 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:** August 1
- **Spring Semester:** December 1
- **Summer Semester:** April 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 by the deadline and send all supplemental materials to the addresses listed at education.gsu.edu/admissions/graduate-admissions/. Go to education.gsu.edu/admissions/graduate-admissions/required-application-materials-for-graduate-admissions/ for a current list of required program specific materials.

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. International applicants should refer to education.gsu.edu/international-students/ for additional information.

Reentry Applications

Doctoral students in the College of Education and Human Development 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/student-services/forms-policies-regulations/.

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 non-dissertation requirements and the nine-year time limit for completing all requirements both begin the term of first matriculation.

4540 Doctor of Education (Ed.D.) General Information

Admission

Applicants to the Professional Doctorate in Education program must complete and submit the online application for graduate study, pay the nonrefundable application fee of $50.00, and send in all required application materials.

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; one of who must hold Graduate Research Faculty Status.

The major advisor serves as the chair of the Doctoral Advisory Committee, is a full-time member of the College of Education and Human Development faculty, holds primary appointment in the College of Education and Human Development, has been a faculty member at Georgia State University for at least one academic year, and holds an earned doctorate.

A second member of the Doctoral Advisory Committee must be a full-time member of the College of Education and Human Development faculty holding an earned doctorate. 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 and Human Development.

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/student-services/forms-policies-regulations/.

Presentation of the Dissertation Prospectus

Students shall publicly present the dissertation prospectus to provide an opportunity for College of Education and Human Development 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 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 and Human Development that the students are admitted to candidacy for the Professional Doctorate of Education degree. To be recommended for candidacy, 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 and Human in its Guide for Preparing Dissertations at education.gsu.edu/student-services/forms-policies-regulations/. 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 and Human Development 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 and Human Development 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.

Electronic Master's Theses and Doctoral Dissertations Policy

In order to insure that all master´s theses and doctoral dissertations produced at Georgia State University are captured, preserved, and appropriately made available, the University requires all students who produce a master´s thesis or doctoral dissertation in fulfillment of his/her degree to upload the final version of these documents to ScholarWorks@Georgia State University as a condition of the award of the degree.

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 with the exception of courses transferred into the program. Transfer credits may be applied to the program if completed no more than seven years prior to admission to candidacy.

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.

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.

4550 Curriculum and Instruction (Ed.D.)

Doctor of Education (Ed.D.) in Curriculum and Instruction

Department of Middle and Secondary Education
639 College of Education Building
404-413-8060
mse.education.gsu.edu/
Gertrude Tinker Sachs, Chair

Department of Early Childhood and Elementary Education
550 College of Education Building
404-413-8020
ece.education.gsu.edu/
Lynn Hart, Chair

The Doctorate of Education (Ed.D.) in Curriculum and Instruction (C&I) promotes an understanding of the complex dynamics among theory, research, and practice. We believe in preparing empowered scholar-educators who advocate for social justice and educational equity at the classroom, school, district, and state levels. Grounded in rigorous and relevant research, our interdisciplinary courses offer students the opportunity to conceptualize, theorize, dialogue, problem-pose, problem-solve, create, and evaluate a wide range of educational theories, practices, and policies as related to Curriculum and Instruction. Embracing the principles of social justice, the Ed.D. in C&I emphasizes innovation, diversity, and advocacy in PK-12 settings.

The degree is designed for curriculum leaders who may hold other roles in schools such as classroom teachers, assistant principals, coaches, curriculum developers, department chairs, principals, subject/content area coordinators at the school or county level, and clinical faculty. The Doctorate of Education (Ed.D.) in Curriculum and Instruction (C&I) prepares master teachers to become instructional

leaders and curriculum specialists at the school and/or school system levels and who wish to develop expertise in the following areas:

- Advocacy for equity in teaching and learning
- Curriculum theory and development
- Pedagogical leadership

The Ed.D. in C&I is a rigorous, collaborative, interdisciplinary program between the departments of Early Childhood and Elementary Education and Middle and Secondary Education, in the College of Education and Human Development and Art, Music, and Foreign Language Education in the College of Arts and Sciences. This degree offers an interdisciplinary approach across Pre-Kindergarten through Secondary levels in multiple content areas, Art, Early Childhood and Elementary, Language and Literacy, Mathematics, Middle Level, Foreign Language, Music, Science, and Social Studies Education.

The program is a three-year, flexible cohort model, which is characteristic of nationally recognized exemplary professional doctorate programs. The program consists of 45 hours of course work and 9 hours of dissertation work for a total of 54 hours. Degree requirements include coursework, school- based residency requirement embedded in cohort courses (to include engagement in the professional community such as conference presentation, professional development delivery or publication), qualifying paper, prospectus presentation, and a dissertation using the approved dissertation format for the Georgia State University College of Education and Human Development. The dissertation will consist of a research study contextualized in the PK-12 school or family setting. A committee consisting of three faculty members, including a minimum of two College of Education and Human Development graduate or professional faculty members will support the student including review of the qualifying paper and dissertation prospectus proposal and defense.

The Ed.D. in C&I is designed in light of the new Curriculum and Instruction certification rules and graduates of this program will be eligible to obtain the new Curriculum and Instruction service certificate at the S7 level. Students holding a valid Clear Renewable, Level 4 or higher Georgia Teaching (T), Service (S), Technical Specialist (TS), or Leadership (L or PL) certificate at time of admission in their field of study would be eligible to add the Curriculum and Instruction certificate upon completion of the Ed.D. in Curriculum and Instruction program and completion of the Georgia state approved content assessment.

Admissions

The College of Education and Human Development admissions requirements for this degree follow doctoral admission criteria listed at education.gsu.edu/admissions/graduate-admissions/.

In addition to the general criteria for doctoral admissions in the College of Education and Human Development, Ed.D. in Curriculum and Instruction applicants will be required to meet the following criteria:

- At least one degree in the desired content area (concentration) or substantial number of years teaching in desired subject area
- Master's degree or Ed.S. in education or closely related field with a GPA of 3.30 or higher
- A minimum of three (3) years teaching experience
- 2 professional letters of reference

- Professional Goals Statement
- Resume
- Interview; students applying to the Music Education Concentration includes demonstration of musical skill; students applying to the Art Education
- Concentration includes professional portfolio
- Writing sample (i.e., print or electronic publication, course paper, professional blog series, etc.)

Program Academic Regulations

Students enrolled in this program are expected to be working professional educators and as such, their position in the school community will serve as an internship/field experience. Students who are not employed while enrolled will arrange with the Program Coordinator to work in a local setting. Residency requirements are embedded within cohort coursework.

Students are required to enroll in cohort courses in sequence with their assigned cohort. Should extenuating circumstances arise, the student's adviser and Ed.D. Program Committee will consider and approve or deny alternate sequencing. The formal coursework requirement is satisfied through successful completion of each course in the program of study with a grade of "C" or higher, with an overall cumulative grade point average of 3.0 or better. Coursework in which a grade below "C" is earned may not be applied to the Ed.D. program.

This program is designed to lead to a Georgia Curriculum and Instruction service certificate; however, the service certificate and the doctoral degree are not mutually exclusive. To be eligible for the certificate individuals must meet the following requirements:

- An admission requirement of a clear and renewable T4 certificate.
- Completion of a minimum of 9 hours of coursework within a concentration area that aligns with a previously held certification or endorsement field.
- Passage of the GACE content exam in curriculum and instruction (test is under development).

Up to 9 graduate credit hours total may transfer to the Ed.D. in C&I. Transfer courses may substitute for the research or concentration core(s) only; transfer courses may not be used for program cohort courses. Transfer credits may be applied to the program if completed no more than seven years prior to admission to candidacy.

To be recommended for candidacy, students must additionally have successfully completed the comprehensive examination, and submitted and presented an approved dissertation prospectus.

All courses consist of three (3) hours credit each, unless otherwise indicated.

Program Degree Requirements

Doctor of Education in Curriculum and Instruction

Research Core (15 hours)

Required (12 hours):

- EPRS 8500 Qualitative/Interpretive Research in Education I (3)
- EPRS 8530 Quantitative Methods and Analysis in Education I (3)
- EPRS 9900 Research Design (3)
- EDCI 9900 Critique of Educational Research (3)

Choose one course (3 hours):

- EPRS 8510 Qualitative Research in Education II (3)
- EPRS 8540 Quantitative Methods and Analysis in Education II (3)
- ECE 9380/EPRS 9380 Discourse Analysis (3)

Major in Curriculum and Instruction (30 hours)
Required (18 hours):

- EDCI 8400 Complexities of Teaching, Learning, and Curriculum Design (3)
- EDCI 8650 Curriculum and Instruction in Contemporary Urban Settings (3)
- EDCI 8900 Educational Inquiry and Assessment in Educational Contexts (3)
- EDCI 8970 Seminar in Teaching and Learning (3)
- EDCI 8980 Seminar in Professional Learning and Development (3)
- EDCI 9850 Research Seminar (3)

Concentrations (12 hours):
Students choose advanced content electives from 8000-9000 level courses in the following concentration areas:

Art Education (12 hours)
Select (12 hours):

- AE 8000 Introduction to Research in Art Education (3)
- AE 8010 Philosophy & Curriculum (3)
- AE 8020 Learning Theory (3)
- AE 8030 Leader Supervision In Art Education (30
- AE 8050 Computer Imaging & Instructional Technology (3)
- AE 8060 Project in Art Education (3)
- AE 8100 Seminar in Art Education (3)
- AE 8200 History, Culture, & Communication In Art Education (3)
- AE 8300 Research in Art Education (30
- AE 8400 Aesthetics and Critical Theory (3)
- AE 8500 Directed Study (3)
- AE 8980 Special Problems (3)
- Additional courses may be selected with the consent of the advisor.

Early Childhood and Elementary Education (12 hours)
Required (6 hours):

- ECE 9840 Socio-Cultural Issues in Early Childhood and Elementary Education (3)
- ECE 9960 Advanced Theory and Research in Child Development (3)

Select (6 hours):

- ECE 9393 Number and Operation in the Elementary Classroom (3)
- ECE 9394 Geometry and Measurement in the Elementary Classroom (3)
- ECE 9395 Rational Numbers and Algebra in the Elementary Classroom (3)
- ECE 9396 Data Analysis and Probability in the Elementary Classroom (3)
- ECE 9420 Early Literacy Learning (3)
- ECE 9820 Teacher-child Relationships in Early Childhood (3)
- Additional courses may be selected with the consent of the advisor.

Foreign Language Education (12 hours)
Required (6 hours):

- FORL 8223 Modern Foreign Language Pedagogy: Theory and Practice (3)
- FORL 8227 Teaching Culture in the Foreign Language Classroom (3)

Select (6 hours):

- FORL 8226 Teaching Literature in the Foreign Language Classroom (3)
- FORL 8250 Topics in Pedagogy (3)
- FORL 8800 Research in Foreign or Second Language Education (3)
- Additional courses may be selected with the consent of the advisor.

Language and Literacy Education (12 hours)
Required (6 hours):

- EDRD 8310 Theoretical Models and Processes of Literacy Learning (6) (repeatable)

Select (6 hours):

- ECE 9420 Early Literacy Learning (3)
- EDLA 8330 Language Variation and Learning (3)
- EDRD 8550 Trends and Issues in Language and Literacy Education (3)
- EDRD 8610 Professional Learning and Leadership of Literacy (3)
- Additional courses may be selected with the consent of the advisor.

*Mathematics Education (12 hours) ***
Required (3 hours):

- EDMT 8430 Sociocultural and Sociohistorical Issues of Mathematics Education (3)

Select three (9 hours):

- ECE 9393 Number and Operation in the Elementary Classroom (3)

- ECE 9394 Geometry and Measurement in the Elementary Classroom (3)
- ECE 9395 Rational Numbers and Algebra in the Elementary Classroom (3)
- ECE 9396 Data Analysis and Probability in the Elementary Classroom (3)
- EDMT 8290 Study of Learning and Instruction in Mathematics (3)
- EDMT 8420 Topics in the School Mathematics Curriculum (3)
- EDMT 8550 Trends and Issues of Teaching Mathematics (3)
- EDMT 9870 Advanced Research Seminar in Mathematics Education (3)
- Additional courses may be selected with the consent of the advisor.

Middle Level Education (12 hours)
Required (3 hours):

- EDCI 8550 Trends and Issues in Middle Level Education (3)

Select three (9 hours):
Each student selects an area of advanced study of three courses (9 semester hours) in the content areas of Language Arts, Mathematics, Science, or Social Studies:

Middle Level Language Arts (9 hours)

- EDRD 8310 Theoretical Models and Processes of Literacy Learning (6) (repeatable)
- EDLA 8330 Language Variation and Learning (3)

Middle Level Mathematics (9 hours)
Required (3 hours):

- EDMT 8430 Sociocultural and Sociohistorical Issues of Mathematics Education (3)

Select 2 courses for six (6 hours):

- EDMT 8290 Study of Learning and Instruction in Mathematics (3)
- EDMT 8420 Topics in the School Mathematics Curriculum (3)
- EDMT 8550 Trends and Issues of Teaching Mathematics (3)
- EDMT 9870 Advanced Research Seminar in Mathematics Education (3)

Middle Level Science (9 hours)

- EDSC 8430 Nature of Science (3)
- EDSC 9870 Advanced Research Seminar in Science Education (3) (repeatable)

Middle Level Social Studies (9 hours)

- EDSS 8290 Learning, Curriculum, and Instruction in Social Studies (3) (repeatable)
- EDSS 8420 Topics in the School Social Studies Curriculum (3) (repeatable)
- EDSS 8550 Trends and Issues of Teaching Social Studies (3) (repeatable)

*Additional courses may be selected with the consent of the advisor.

Music Education (12 hours)
Required (12 hours):

- MUS 8260 Curriculum and Assessment in Music Education (3)
- MUS 8900 Non-Thesis Research in Music Education (3)
- MUS 8960 Proseminar in Music Education (3) (repeatable)
- Additional courses may be selected with the consent of the advisor.

Science Education (12 hours)
Choose from the following courses*:

- EDSC 8430 Nature of Science (3)
- EDSC 9870 Advanced Research Seminar in Science Education (3) (repeatable)
- *Additional courses may be selected with the consent of the advisor.

Social Studies Education (12 hours)
Choose from the following repeatable courses*:

- EDSS 8290 Learning, Curriculum, and Instruction in Social Studies (3) (repeatable)
- EDSS 8420 Topics in the School Social Studies Curriculum (3) (repeatable)
- EDSS 8550 Trends and Issues of Teaching Social Studies (3) (repeatable)
- *Additional courses may be selected with the consent of the advisor.

Dissertation (9 hours)
EDCI 9990 Dissertation (9 hours)

Program Total: Minimum of 54 semester hours

****Optional K-5 Mathematics Endorsement:**
As part of the coursework leading to the Doctor of Education 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 and Human Development courses applicable to the Doctor of Education degree.

4560 Educational Leadership (Ed.D.)

Doctor of Education (Ed.D.) in Educational Leadership

Department of Educational Policy Studies
450 College of Education Building
404-413-8030
eps.education.gsu.edu/
William Curlette, Chair

The Ed.D. in educational leadership targets the professional needs of educational leaders whose long-term career goals include leading schools, school districts and other education agencies in a complex, highly competitive global environment.

The purpose of the program is to advance the development and practice of effective educational leadership by providing senior-level administrators with the following:

- the knowledge and skills necessary to deal effectively with the complex issues facing education today
- the methods of inquiry necessary to analyze current educational problems
- the leadership skills necessary to direct the development and implementation of programs to address those problems and to disseminate the results in various professional and public forums
- the knowledge and applied skills rarely provided in traditional advanced degree programs in educational leadership in an alternative format that meets the needs of senior-level administrators.

Program Academic Regulations

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 I (3)
- EPRS 8620 Program Evaluation I (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.

Program total: minimum of 54 semester hours

4570 Doctor of Philosophy (Ph.D.) General Information

The Doctor of Philosophy (Ph.D.) degree offered by the Georgia State University College of Education and Human Development 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 and Human Development 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, expertise, and departmental or college need. Assistantships are made available through the student's department and a limited number through the Office of the Dean.

Minimum Requirements for Degree Completion

Each doctoral student admitted to the College of Education and Human Development 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 program coursework and non-coursework requirements up to the point of candidacy to the degree.

Upon admission to a doctoral major in the College of Education and Human Development, 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 a permanent doctoral adviser and advisory committee early but not later than the accrual of 27 semester hours of coursework nor later than one calendar year from the date of matriculation.

The Doctoral Advisory Committee consists of a minimum of three members:

1. The major adviser serves as the chair of the Doctoral Advisory Committee, is a full-time, tenure track member of the College of Education and Human Development faculty, holds primary appointment in the College of Education and Human Development, 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, holds an earned doctorate, and holds Graduate Research Faculty Membership.
2. A second member of the Doctoral Advisory Committee must be a full-time member of the College of Education and Human Development faculty holding an earned doctorate and Graduate Research Faculty Membership.
3. A third member of the Doctoral Advisory Committee must represent a major outside the student's major and holds an earned terminal degree.

All appointments to the Doctoral Advisory Committee, including its chair, are subject to approval by each student, the department chair, and the Associate Dean for Graduate Studies and Research of the College of Education and Human Development. After the Doctoral Advisory Committee has been established, the committee, student, department chair, and the Associate Dean for Graduate Studies and Research of the College of Education and Human Development must approve any subsequent change of membership.

Program of Study

The primary emphasis of the Doctor of Philosophy (Ph.D.) degree 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 faculty and/or in research teams from the beginning of their enrollment in the doctoral program. Students in College of Education and Human Development 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 36 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, after successful completion of coursework and the comprehensive examination, may be used to meet any doctoral degree requirement.

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 and Human Development 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. 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 discipline 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 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, or
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 examination. Students have two opportunities to pass the comprehensive examination. Those 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 or Animals

Students, faculty, or staff who are planning to conduct research involving human subjects must submit pertinent information for review by the Institutional Review Board (IRB) or Institutional Animal Care and Use Committee (IACUC). These committees are charged with protecting the rights and welfare of human subjects and animals by reviewing the background, purpose, methodology, and instrumentation of all

research conducted by faculty, staff, students, and employees of Georgia State University.

All research requires review by the IRB or IACUC. Procedures and the necessary forms for submitting proposals are available from each student's department.

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/student-services/forms-policies-regulations/.

Following completion of the student's comprehensive examination but before approval of the prospectus, the student and the student's advisor will recommend formation of the Dissertation Advisory Committee. The majority of the committee, including the committee chair, must hold graduate research faculty status in the College of Education and Human Development. 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 means that at least three Dissertation Advisory Committee members must be College of Education and Human Development faculty who hold graduate faculty research status or approved by reciprocal agreements between colleges and schools, which recognizes each others graduate research faculty. Any proposed member of the Dissertation Advisory Committee not meeting these requirements must be approved by the Associate Dean of Graduate Studies and Research.

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

Students shall publicly present the dissertation prospectus to provide an opportunity for College of Education and Human Development 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 15 calendar 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.

Admission to Doctoral Candidacy

When 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 and Human Development that they are admitted to candidacy for the Doctor of Philosophy degree. To be recommended for candidacy, 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. 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) 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 and Human Development in its Guide for Preparing Dissertations at education.gsu.edu/student-services/forms-policies-regulations/. 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 and ready to defend, a public announcement of the oral defense of the dissertation is disseminated by the Office of Academic Assistance and Graduate Admissions to the College of Education and Human Development faculty. The announcement must be submitted to the Associate Dean for Graduate Studies and Research at least 15 calendar 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, a copy of the completed dissertation is uploaded to coedissertations@gsu.edu 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 and Human Development 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.

Electronic Master's Theses and Doctoral Dissertations Policy

In order to insure that all master´s theses and doctoral dissertations produced at Georgia State University are captured, preserved, and appropriately made available, the University requires all students who produce a master´s thesis or doctoral dissertation in fulfillment of his/her degree to upload the final version of these documents to ScholarWorks@Georgia State University as a condition of the award of the degree.

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 registrar.gsu.edu/graduation/. Students receiving the Ph.D. degree may have some additional cost relative to graduation.

The form for changing the date of graduation is also located at registrar.gsu.edu/graduation/.

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

Quantitative Methodology

- EPRS 8540 Quantitative Methods and Analysis in Education II
- EPRS 8550 Quantitative Methods and Analysis in Education III (3)
- EPRS 8820 Program Evaluation and Institutional Research (3)
- EPRS 8830 Survey Research, Sampling Principles and Questionnaire Design (3)
- EPRS 8840 Meta-Analysis (3)
- EPRS 8660 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 Research Design (3)

Qualitative Methodology

- ANTH 8010 Qualitative Methods in Anthropology (3)
- EPRS 8510 Qualitative Research in Education II (3)
- EPRS 8520 Qualitative Research in Education III (3)
- EPRS 8640 Case Study Methods (3)
- EPRS 8700 Visual Research Methods (3)
- EPRS 9120 Poststructural Inquiry (3)
- EPRS 9400 Writing Qualitative Research Manuscripts (3)

Single-Case Methodology

- EPY 8850 Introduction to Single-Case Methodology (3)
- EPY 8860 Applications of Single-Case Methodology (3)

Historical/Philosophical Methodology

- EPSF 9850 Historical Research in Twentieth Century American Education (3)
- EPSF 9930 Philosophical Analysis and Method (3)

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 and Human Development 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)

4580 Counseling Psychology (Ph.D.)

Doctor of Philosophy (Ph.D.) in Counseling Psychology

Department of Counseling and Psychological Services
950 College of Education Building
404-413-8010
cps.education.gsu.edu/
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. Students in this program are expected to follow the latest version of the

American Psychological Association (APA) Ethical Principles of Psychologists and Code of Conduct.

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 (or those with a bachelor's degree) 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 full-time 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 below for specific tracks/courses)
- Two courses (6 hours) in advanced research methods as identified by the Doctoral Advisory Committee

Quantitative Methodology

- EPRS 8540 Quantitative Methods and Analysis in Education II
- EPRS 8550 Quantitative Methods and Analysis in Education III (3)
- EPRS 8820 Program Evaluation and Institutional Research (3)
- EPRS 8830 Survey Research, Sampling Principles and Questionnaire Design (3)

- EPRS 8840 Meta-Analysis (3)
- EPRS 8660 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 Research Design (3)

Qualitative Methodology

- ANTH 8010 Qualitative Methods in Anthropology (3)
- EPRS 8510 Qualitative Research in Education II (3)
- EPRS 8520 Qualitative Research in Education III (3)
- EPRS 8640 Case Study Methods (3)
- EPRS 8700 Visual Research Methods (3)
- EPRS 9120 Poststructural Inquiry (3)
- EPRS 9400 Writing Qualitative Research Manuscripts (3)

Single-Case Methodology

- EPY 8850 Introduction to Single-Case Methodology (3)
- EPY 8860 Applications of Single-Case Methodology (3)

Historical/Philosophical Methodology

- EPSF 9850 Historical Research in Twentieth Century American Education (3)
- EPSF 9930 Philosophical Analysis and Method (3)

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 course (3)

Choose One Course (3):

- EPY 8200 Advanced Developmental Psychology: Cognition and Intellect (3)
- EPY 8220 Advanced Developmental Psychology: Personality and Socialization (3)

B. Major Area (50-51)

Required (38):

- 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)

Select one course (3):

- PSYC 8510 Advanced Social Psychology (3)
- 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 course (3):

- CPS 8100 Psychobehavioral Diagnosis (3)
- CPS 8540 Child/Adolescent Psychopathology Assessment (3)

Required (3):

CPS 9665 Assessment Practicum (3)

Select one course (3-4):

- CPS 9410 Assessment of Intelligence (3)
- CPS 9420 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

4590 Counselor Education and Practice (Ph.D.)

Doctor of Philosophy (Ph.D.) in Counselor Education and Practice

Department of Counseling and Psychological Services
950 College of Education Building
404-413-8010
cps.education.gsu.edu/
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. Students in this program are expected to follow the most recent version of the American Counseling Association (ACA) Code of Ethics.

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 below for specific tracks/courses)
- Two courses (6 hours) in advanced research methods as identified by the Doctoral Advisory Committee

Quantitative Methodology

- EPRS 8540 Quantitative Methods and Analysis in Education II
- EPRS 8550 Quantitative Methods and Analysis in Education III (3)
- EPRS 8820 Program Evaluation and Institutional Research (3)
- EPRS 8830 Survey Research, Sampling Principles and Questionnaire Design (3)
- EPRS 8840 Meta-Analysis (3)
- EPRS 8660 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 Research Design (3)

Qualitative Methodology

- ANTH 8010 Qualitative Methods in Anthropology (3)
- EPRS 8510 Qualitative Research in Education II (3)
- EPRS 8520 Qualitative Research in Education III (3)
- EPRS 8640 Case Study Methods (3)
- EPRS 8700 Visual Research Methods (3)
- EPRS 9120 Poststructural Inquiry (3)
- EPRS 9400 Writing Qualitative Research Manuscripts (3)

Single-Case Methodology

- EPY 8850 Introduction to Single-Case Methodology (3)
- EPY 8860 Applications of Single-Case Methodology (3)

Historical/Philosophical Methodology

- EPSF 9850 Historical Research in Twentieth Century American Education (3)
- EPSF 9930 Philosophical Analysis and Method (3)

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 course (3)

In addition to highly specialized research in specific areas, doctoral students in the College of Education and Human Development 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)

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 students an opportunity to enrich their preparation as a counselor with further study in a related area of expertise. Students select one of the following cognate areas:

- Clinical Rehabilitation Counseling
- Behavior Therapy
- Research
- Wellness
- Multiculturalism
- Child Clinical/Family

Students may design an individual cognate area with permission from their Doctoral Advisory Committee. The students' Doctoral Advisory Committee may require courses in the cognate area be from outside the department, outside the College of Education and Human Development, or both.

D. Dissertation (15)

Required (15):
CPS 9990 Dissertation (15)

Program total: minimum of 92 semester hours

4600 Early Childhood and Elementary Education (Ph.D.)

Doctor of Philosophy (Ph.D.) in Early Childhood and Elementary Education

Department of Early Childhood and Elementary Education
550 College of Education Building
404-413-8020
ece.education.gsu.edu/
Lynn Hart, Chair

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 and Elementary 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 and Elementary 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 and Elementary 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 (see below for specific tracks/courses)
- Two courses (6 hours) in advanced research methods as identified by the Doctoral Advisory Committee

Quantitative Methodology

- EPRS 8540 Quantitative Methods and Analysis in Education II
- EPRS 8550 Quantitative Methods and Analysis in Education III (3)
- EPRS 8820 Program Evaluation and Institutional Research (3)
- EPRS 8830 Survey Research, Sampling Principles and Questionnaire Design (3)
- EPRS 8840 Meta-Analysis (3)
- EPRS 8660 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 Research Design (3)

Qualitative Methodology

- ANTH 8010 Qualitative Methods in Anthropology (3)
- EPRS 8510 Qualitative Research in Education II (3)
- EPRS 8520 Qualitative Research in Education III (3)
- EPRS 8640 Case Study Methods (3)
- EPRS 8700 Visual Research Methods (3)
- EPRS 9120 Poststructural Inquiry (3)
- EPRS 9400 Writing Qualitative Research Manuscripts (3)

Single-Case Methodology

- EPY 8850 Introduction to Single-Case Methodology (3)
- EPY 8860 Applications of Single-Case Methodology (3)

Historical/Philosophical Methodology

- EPSF 9850 Historical Research in Twentieth Century American Education (3)
- EPSF 9930 Philosophical Analysis and Method (3)

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 and Human Development 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)

B. Major Area (27)

Required (12):

- ECE 9360 Curriculum, Issues, and Historical Perspectives in Early Childhood and Elementary Education (3)
- ECE 9800 Scholarly Inquiry (3)
- 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 9120/ECE 9120 Poststructural Inquiry (3)
- ECE 9380/EPRS 9380 Discourse Analysis (3)
- ECE 9393 Number and Operation in the Elementary Classroom (3)
- ECE 9394 Geometry and Measurement in the Elementary Classroom (3)
- ECE 9395 Rational Numbers and Algebra in the Elementary Classroom (3)
- ECE 9396 Data Analysis and Probability in the Elementary Classroom (3)
- ECE 9400 Teacher Development (3)
- ECE 9420 Early Literacy Learning (3)
- ECE 9810 Directed Readings (1-3)
- ECE 9820 Teacher-Child Relationships in Early Childhood (3)
- ECE 9840 Socio-Cultural Issues in Early Childhood and Elementary Education (3)
- ECE 9850 Research Seminar in Early Childhood and Elementary Education (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 and Human Development courses applicable to the Doctor of Philosophy degree.

C. Dissertation (15)

Required (15):
ECE 9990 Dissertation (15)

Program total: minimum of 63 semester hours

4610 Education of Students with Exceptionalities (Ph.D.)

Doctor of Philosophy (Ph.D.) in Education of Students with Exceptionalities

Department of Educational Psychology, Special Education and Communication Disorders
835 College of Education Building
404-413-8040
esc.education.gsu.edu/
Laura Fredrick, Chair

Concentration Areas: Autism Spectrum Disorders; Behavior Disorders; Communication Disorders; Deaf/Hard of Hearing; Early Childhood Special Education; Intellectual Disabilities Learning Disabilities; Physical and Health Disabilities (Orthopedic 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 below for specific tracks/courses)
- Two courses (6 hours) in advanced research methods as identified by the Doctoral Advisory Committee

Quantitative Methodology

- EPRS 8540 Quantitative Methods and Analysis in Education II
- EPRS 8550 Quantitative Methods and Analysis in Education III (3)
- EPRS 8820 Program Evaluation and Institutional Research (3)
- EPRS 8830 Survey Research, Sampling Principles and Questionnaire Design (3)
- EPRS 8840 Meta-Analysis (3)
- EPRS 8660 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 Research Design (3)

Qualitative Methodology

- ANTH 8010 Qualitative Methods in Anthropology (3)
- EPRS 8510 Qualitative Research in Education II (3)
- EPRS 8520 Qualitative Research in Education III (3)
- EPRS 8640 Case Study Methods (3)
- EPRS 8700 Visual Research Methods (3)
- EPRS 9120 Poststructural Inquiry (3)
- EPRS 9400 Writing Qualitative Research Manuscripts (3)

Single-Case Methodology

- EPY 8850 Introduction to Single-Case Methodology (3)
- EPY 8860 Applications of Single-Case Methodology (3)

Historical/Philosophical Methodology

- EPSF 9850 Historical Research in Twentieth Century American Education (3)
- EPSF 9930 Philosophical Analysis and Method (3)

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 and Human Development 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)

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

4620 Educational Policy Studies (Ph.D.)

Doctor of Philosophy (Ph.D.) in Educational Policy Studies

Department of Educational Policy Studies
450 College of Education Building
404-413-8030
eps.education.gsu.edu/
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 utilize various methods for the study of educational theory and practice 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, class, 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 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 below for specific tracks/courses)
- Two courses (6 hours) in advanced research methods as identified by the Doctoral Advisory Committee

Quantitative Methodology

- EPRS 8540 Quantitative Methods and Analysis in Education II
- EPRS 8550 Quantitative Methods and Analysis in Education III (3)
- EPRS 8820 Program Evaluation and Institutional Research (3)
- EPRS 8830 Survey Research, Sampling Principles and Questionnaire Design (3)
- EPRS 8840 Meta-Analysis (3)
- EPRS 8660 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 Research Design (3)

Qualitative Methodology

- ANTH 8010 Qualitative Methods in Anthropology (3)
- EPRS 8510 Qualitative Research in Education II (3)
- EPRS 8520 Qualitative Research in Education III (3)
- EPRS 8640 Case Study Methods (3)
- EPRS 8700 Visual Research Methods (3)
- EPRS 9120 Poststructural Inquiry (3)
- EPRS 9400 Writing Qualitative Research Manuscripts (3)

Single-Case Methodology

- EPY 8850 Introduction to Single-Case Methodology (3)
- EPY 8860 Applications of Single-Case Methodology (3)

Historical/Philosophical Methodology

- EPSF 9850 Historical Research in Twentieth Century American Education (3)
- EPSF 9930 Philosophical Analysis and Method (3)

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 and Human Development 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)

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)

In consultation with your doctoral advisory committee, please choose six 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. Students interested in the PL certification must meet all prerequisites described for the program.); 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. For questions about the PL certification requirements, please contact the coordinator of the educational leadership program.

Leadership and Administration Specialization (18):

This specialization can be designed to add-on the PL Georgia leadership certification to a level 6 or level 7 certificate. Completion of the prerequisite courses – EPEL 7000 and EPEL 7330 is required prior to beginning the concentration courses for those seeking PL leadership certification.

- EPEL 8000 Research in Educational Leadership and Organizational Culture (3)
- EPEL 8020 Leadership for Change in a Diverse Society (3)
- EPEL 8260 Theory in Educational Leadership (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 8650 The Principal (3)
- EPEL 8690 Research-Based Decision Making for School Leaders (3)
- EPEL 8970 Seminar in Educational Leadership (3) (repeatable)

Leadership and Policy Specialization (18):

This specialization is not designed to meet Georgia PL certification requirements. It is specifically designed for students who seek to gain a clearer understanding of the issues associated with educational leadership and how those issues are related to the policy arena.

- EPEL 8020 Leadership for Change in a Diverse Society (3)
- EPEL 8260 Theory in Educational Leadership (3)
- EPEL 8330 Advanced Law, Policy, and Governance (3)
- EPEL 8620 Psychological Aspects of Leadership (3)
- EPS 8800 Independent Study (3)
- EPS 8810 Directed Reading and Research (1-3)
- EPS 8970 Seminar in Educational Policy Studies (3)
- EPS 9980 Research Seminar in Educational Policy Studies (3)
- EPSF 8280 Anthropology of Education (3)
- EPSF 8320 Politics and Policy in Education (3)

Leadership and Urban Education Specialization (18):

This specialization is not designed to meet Georgia PL certification requirements. It is specifically designed for students who seek to better understand educational leadership as it relates to the urban education and the issues associated with educating urban children.

- EPEL 8020 Leadership for Change in a Diverse Society (3)
- EPEL 8260 Theory in Educational Leadership (3)
- EPEL 8970 Seminar in Educational Leadership (3) (repeatable)
- EPEL 9000 Concepts of Leadership and Research in Educational Leadership (3)
- EPEL 9970 Advanced Seminar in Educational Leadership (3)
- EPS 8800 Independent Study (3)
- EPS 8810 Directed Reading and Research (1-3)

- 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 8340 History of American Education (3)

Other appropriate courses numbered 8000 to 8999 may be selected with the consultation of your advisor and the coordinator of educational leadership programs.

B.2 – Ph.D. Concentration in Research, Measurement, and Statistics (18 hours)

Select six courses (18) from the list below:

- ECE 9380/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 Program Evaluation I (3)
- EPRS 8640 Case Study Methods (3)
- EPRS 8660 Bayesian Statistics (3)
- EPRS 8670 Practicum in Research or Program Evaluation (3)
- EPRS 8700 Visual Research Methods (3)
- EPRS 8820 Program Evaluation and Institutional Research (3)
- EPRS 8830 Survey Research, Sampling Principles, and Questionnaire Design (3)
- EPRS 8840 Meta-Analysis (3)
- EPRS 8920 Educational Measurement (3)
- EPRS 9120/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 9571 Hierarchical Linear Modeling I (3)
- EPRS 9570 Hierarchical Linear Modeling II (3)
- EPRS 9600 Advanced Computer Methods for Educational Research (3)
- EPRS 9900 Research Design (3)
- EPRS 9920 Seminar in Special Topics in Qualitative Research (3)
- EPS 8950 Professional Development Seminar (1)

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)

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

4630 Educational Psychology (Ph.D.)

Doctor of Philosophy (Ph.D.) in Educational Psychology

Department of Educational Psychology, Special Education, and Communication Disorders
835 College of Education Building
404-413-8040
esc.education.gsu.edu/
Laura Fredrick, Chair

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 esc.education.gsu.edu/academics-and-admissions/educational-psychology-ph-d/.

Evaluation of a student's performance is continuous and involves consideration of the student's performance in all academic settings. Only courses in which a student earns a grade of "B" or higher will be counted toward degree fulfillment. Failure to make progress in a timely manner or inappropriate or unprofessional conduct by a student may result in the students being withdrawn from a course or the program. If such removal from a course is necessary, the student will receive a grade of "F" for the course and may be judged ineligible to reenroll in that course.

Program Degree Requirements

Doctor of Philosophy in Educational Psychology

A. Core Area (18)

The 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 below for specific tracks/courses)
- Two courses (6 hours) in advanced research methods as identified by the Doctoral Advisory Committee

Quantitative Methodology

- EPRS 8540 Quantitative Methods and Analysis in Education II
- EPRS 8550 Quantitative Methods and Analysis in Education III (3)
- EPRS 8820 Program Evaluation and Institutional Research (3)
- EPRS 8830 Survey Research, Sampling Principles and Questionnaire Design (3)
- EPRS 8840 Meta-Analysis (3)
- EPRS 8660 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 Research Design (3)

Qualitative Methodology

- ANTH 8010 Qualitative Methods in Anthropology (3)
- EPRS 8510 Qualitative Research in Education II (3)
- EPRS 8520 Qualitative Research in Education III (3)
- EPRS 8640 Case Study Methods (3)
- EPRS 8700 Visual Research Methods (3)
- EPRS 9120 Poststructural Inquiry (3)
- EPRS 9400 Writing Qualitative Research Manuscripts (3)

Single-Case Methodology

- EPY 8850 Introduction to Single-Case Methodology (3)
- EPY 8860 Applications of Single-Case Methodology (3)

Historical/Philosophical Methodology

- EPSF 9850 Historical Research in Twentieth Century American Education (3)
- EPSF 9930 Philosophical Analysis and Method (3)

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 and Human Development 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)

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.

Concentration in Communication Sciences and Disorders (18-24)
Required (6)

- EPY 8010 Professional Studies in Educational Psychology (3)
- EPY 9000 Facilitating College Teaching (3)

Select (12-18). Student must select a minimum of 12 hours of coursework, a majority of which must be in Communication Sciences and Disorders. Students can choose from the following CSD courses below.

- CSD 8310 Advanced Studies in Language Development (3)
- CSD 8330 Acquired Neurocognitive-Communication Disorders (3
- CSD 8810 Directed Readings in Communication Sciences and Disorders (1-3)
- CSD 8850 Independent Study in Communication Sciences and Disorders (1-3)
- CSD 8970 Research Seminar in Communication Sciences and Disorders (1)
- CSD 9930 Grant Writing in the Social and Behavioral Sciences (3)

C. Dissertation (15)

Required (15):
Choose One Course:

- CSD 9990 Dissertation (15)
- EPY 9990 Dissertation (15)

Program total: minimum of 51-57 semester hours

4640 Instructional Technology (Ph.D.)

Doctor of Philosophy (Ph.D.) in Instructional Technology

Learning Technologies Division
233-242, 2nd Floor, College of Education building
ltd.education.gsu.edu/
Brendan Calandra, Chair

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 below for specific tracks/courses)
- Two courses (6 hours) in advanced research methods as identified by the Doctoral Advisory Committee

Quantitative Methodology

- EPRS 8540 Quantitative Methods and Analysis in Education II
- EPRS 8550 Quantitative Methods and Analysis in Education III (3)
- EPRS 8820 Program Evaluation and Institutional Research (3)
- EPRS 8830 Survey Research, Sampling Principles and Questionnaire Design (3)
- EPRS 8840 Meta-Analysis (3)
- EPRS 8660 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 Research Design (3)

Qualitative Methodology

- ANTH 8010 Qualitative Methods in Anthropology (3)
- EPRS 8510 Qualitative Research in Education II (3)
- EPRS 8520 Qualitative Research in Education III (3)
- EPRS 8640 Case Study Methods (3)
- EPRS 8700 Visual Research Methods (3)
- EPRS 9120 Poststructural Inquiry (3)
- EPRS 9400 Writing Qualitative Research Manuscripts (3)

Single-Case Methodology

- EPY 8850 Introduction to Single-Case Methodology (3)
- EPY 8860 Applications of Single-Case Methodology (3)

Historical/Philosophical Methodology

- EPSF 9850 Historical Research in Twentieth Century American Education (3)
- EPSF 9930 Philosophical Analysis and Method (3)

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 and Human Development 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)

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 (LT 8660) facilitates the application of theory to practice in the major field of study.

Required (15):

- LT 9850 Research Seminar in Learning Technologies (9)
  (Students will take LT 9850 for one hour every semester until they are admitted into candidacy.)
- LT 9900 Critique of Educational Research in Learning Technologies (3)
- LT 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):
LT 9990 Dissertation (15)

Program total: minimum of 60 semester hours

4650 Kinesiology (Ph.D.)

Doctor of Philosophy (Ph.D.) in Kinesiology

Department of Kinesiology and Health
137 Sports Arena

404-413-8050
kh.education.gsu.edu/
Mark Geil, Chair

Concentration Areas: Biomechanics and Physical Rehabilitation, Exercise Physiology, Exercise Psychology, Physical Education Teacher Education, Sport Administration

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, Physical Education Teacher Education, and Sport Administration.

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.

The concentration in Sport Administration prepares students to teach and conduct research in areas related to sport administration, including sport management, marketing, finance, law, or communication.

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 below for specific tracks/courses)
- Two courses (6 hours) in advanced research methods as identified by the Doctoral Advisory Committee

Quantitative Methodology

- EPRS 8540 Quantitative Methods and Analysis in Education II
- EPRS 8550 Quantitative Methods and Analysis in Education III (3
- EPRS 8820 Program Evaluation and Institutional Research (3)
- EPRS 8830 Survey Research, Sampling Principles and Questionnaire Design (3)
- EPRS 8840 Meta-Analysis (3)
- EPRS 8660 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 Research Design (3)

Qualitative Methodology

- ANTH 8010 Qualitative Methods in Anthropology (3)
- EPRS 8510 Qualitative Research in Education II (3)
- EPRS 8520 Qualitative Research in Education III (3)
- EPRS 8640 Case Study Methods (3)
- EPRS 8700 Visual Research Methods (3)
- EPRS 9120 Poststructural Inquiry (3)
- EPRS 9400 Writing Qualitative Research Manuscripts (3)

Single-Case Methodology

- EPY 8850 Introduction to Single-Case Methodology (3)
- EPY 8860 Applications of Single-Case Methodology (3)

Historical/Philosophical Methodology

- EPSF 9850 Historical Research in Twentieth Century American Education (3)
- EPSF 9930 Philosophical Analysis and Method (3)

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 and Human Development 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)

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 (3)
- KH 8850 Instrumentation of Biomechanics (3)
- KH 9560 Neuromechanics of Human Locomotion (3)

- KH 9820 Research in Kinesiology (6)
- 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 Concentration (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)

Other appropriate courses numbered 8000-8999 may be substituted into the program of study with the approval of the student's Doctoral Advisory Committee.

B5 – Sport Administration Concentration (19)

Required (19):

- KH 9290 Current Topics in Sport Administration (3)
- KH 9570 Advanced Theory in Sport Administration (3)
- KH 9610 Sport Consumer Behavior (3)
- KH 9820 Research in Kinesiology (6)
- KH 9960 Advanced Research Seminar in Kinesiology (4)

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 base 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 base 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 base 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.

C5- Sport Administration 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
Program total (Sport Administration): minimum of 61 semester hours

4660 School Psychology (Ph.D.)

Doctor of Philosophy (Ph.D.) in School Psychology

Department of Counseling and Psychological Services
950 College of Education Building
404-413-8010
cps.education.gsu.edu/
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 or a two-term, halftime 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. Students in this program are expected to follow the latest version of the National Association of School Psychologists (NASP) Principles for Professional Ethics, as well as the most recent version of the American Psychological Association (APA) Ethical Principles of Psychologists and Code of Conduct.

Prerequisites

Students in the B.A.-to-Ph.D. program must complete the M.Ed. in School Psychology and most of the Ed.S. School Psychology program as prerequisites for the Ph.D. portion of the program of study. Specifically, students must complete the M.Ed. and:

- 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)
- 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) OR CPS 8431 Counseling Skills and Strategies for School Aged Children (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 (note: this is the doctoral advanced practicum and must be taken for at least 6 credits)
- CPS 8760 Topical Seminar in School Psychology (3)

Program Degree Requirements

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 below for specific tracks/courses)
- Two courses (6 hours) in advanced research methods as identified by the Doctoral Advisory Committee

Quantitative Methodology

- EPRS 8540 Quantitative Methods and Analysis in Education II
- EPRS 8550 Quantitative Methods and Analysis in Education III (3)

- EPRS 8820 Program Evaluation and Institutional Research (3)
- EPRS 8830 Survey Research, Sampling Principles and Questionnaire Design (3)
- EPRS 8840 Meta-Analysis (3)
- EPRS 8660 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 Research Design (3)

Qualitative Methodology

- ANTH 8010 Qualitative Methods in Anthropology (3)
- EPRS 8510 Qualitative Research in Education II (3)
- EPRS 8520 Qualitative Research in Education III (3)
- EPRS 8640 Case Study Methods (3)
- EPRS 8700 Visual Research Methods (3)
- EPRS 9120 Poststructural Inquiry (3)
- EPRS 9400 Writing Qualitative Research Manuscripts (3)

Single-Case Methodology

- EPY 8850 Introduction to Single-Case Methodology (3)
- EPY 8860 Applications of Single-Case Methodology (3)

Historical/Philosophical Methodology

- EPSF 9850 Historical Research in Twentieth Century American Education (3)
- EPSF 9930 Philosophical Analysis and Method (3)

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 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:

- 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 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)

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 (All Ph.D. students must take 9 credits total; Topical Seminar taken as part of the Ed.S. program may be counted towards the 9 credit requirement.) [Topics rotate]
- 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)

4670 Teaching and Learning (Ph.D.)

Doctor of Philosophy (Ph.D.) in Teaching and Learning

Department of Middle and Secondary Education
639 College of Education Building
404-413-8060
mse.education.gsu.edu/
Gertrude Tinker Sachs, Chair

Concentration Areas: Language and Literacy Education; Mathematics Education; Music Education; Science Education; Social Studies Education; Teaching and Teacher Education.

The Ph.D. major in Teaching and Learning is designed to prepare scholars for research and 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 below for specific tracks/courses)
- Two courses (6 hours) in advanced research methods as identified by the Doctoral Advisory Committee

Quantitative Methodology

- EPRS 8540 Quantitative Methods and Analysis in Education II
- EPRS 8550 Quantitative Methods and Analysis in Education III (3)

- EPRS 8820 Program Evaluation and Institutional Research (3)
- EPRS 8830 Survey Research, Sampling Principles and Questionnaire Design (3)
- EPRS 8840 Meta-Analysis (3)
- EPRS 8660 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 Research Design (3)

Qualitative Methodology

- ANTH 8010 Qualitative Methods in Anthropology (3)
- EPRS 8510 Qualitative Research in Education II (3)
- EPRS 8520 Qualitative Research in Education III (3)
- EPRS 8640 Case Study Methods (3)
- EPRS 8700 Visual Research Methods (3)
- EPRS 9120 Poststructural Inquiry (3)
- EPRS 9400 Writing Qualitative Research Manuscripts (3)

Single-Case Methodology

- EPY 8850 Introduction to Single-Case Methodology (3)
- EPY 8860 Applications of Single-Case Methodology (3)

Historical/Philosophical Methodology

- EPSF 9850 Historical Research in Twentieth Century American Education (3)
- EPSF 9930 Philosophical Analysis and Method (3)

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 and Human Development 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)

B. Major Area (30)

Required (12):

- EDCI 9850 Research Seminar (3)
- EDCI 9900 Critique of Educational Research (3)
- EDRD 8310 Theoretical Models and Processes of Literacy Learning (6)

Select (18): The student and Doctoral Advisory Committee select additional coursework.

- EDCI 8810 Directed Readings and Research in Teaching and Learning (1-9)
- EDCI 8970 Seminar in Teaching and Learning (3)
- EDCI 9660 Internship (1-6) (repeatable)
- EDLA 8020 Social, Cultural, and Political Contexts Shaping Early Literacy Instruction (3)
- EDLA 8330 Language Variation and Learning (3)
- EDRD 8280 Literacy for a Diverse Society (3)
- EDRD 8310 Theoretical Models and Processes of Literacy Learning (3)
- EDRD 8550 Trends and Issues in Language and Literacy Education (3) (repeatable)
- EDRD 8610 Professional Learning and Leadership of Literacy (3)
- EDRD 9870 Advanced Research Seminar in Language and Literacy Education (1-3) (repeatable)
  Other courses as approved by the Doctoral Advisory Committee

C. Dissertation (15)

Required (15):
EDCI 9990 Dissertation (15)

Program total: Minimum of 63 semester hours

2 – Concentration Area: Mathematics Education

The Ph.D. in Teaching and Learning with a concentration in Mathematics Education prepares professional mathematics educators to make scholarly contributions to both the theoretical and practical knowledge base of mathematics teaching and learning in a broad range of educational settings. Graduates of this program typically assume positions as college or university professors in schools or colleges of education or departments of mathematics. In these positions, their primary responsibilities are to conduct research on elementary, middle, secondary, or post-secondary mathematics teaching and learning, to teach content and pedagogy courses, and to direct theses and dissertations. Graduates are also qualified to assume positions as mathematics education leaders in school districts, research laboratories, or publishing companies.

During the degree program, students develop advanced professional proficiencies and scholarly knowledges through the successful completion of the (a) Program of Study, (b) Residency Plan, (c) Comprehensive Examination, (d) Research Prospectus, and (e) Dissertation. The degree program, in general, is framed by the principles to guide doctoral programs adopted by the Association of Mathematics Teacher Educators (AMTE) and the National Council of Teachers of Mathematics (NCTM).

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 below for specific tracks/courses)
- Two courses (6 hours) in advanced research methods as identified by the Doctoral Advisory Committee

Quantitative Methodology

- EPRS 8540 Quantitative Methods and Analysis in Education II
- EPRS 8550 Quantitative Methods and Analysis in Education III (3)
- EPRS 8820 Program Evaluation and Institutional Research (3)
- EPRS 8830 Survey Research, Sampling Principles and Questionnaire Design (3)
- EPRS 8840 Meta-Analysis (3)
- EPRS 8660 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 Research Design (3)

Qualitative Methodology

- ANTH 8010 Qualitative Methods in Anthropology (3)
- EPRS 8510 Qualitative Research in Education II (3)
- EPRS 8520 Qualitative Research in Education III (3)
- EPRS 8640 Case Study Methods (3)
- EPRS 8700 Visual Research Methods (3)
- EPRS 9120 Poststructural Inquiry (3)
- EPRS 9400 Writing Qualitative Research Manuscripts (3)

Single-Case Methodology

- EPY 8850 Introduction to Single-Case Methodology (3)
- EPY 8860 Applications of Single-Case Methodology (3)

Historical/Philosophical Methodology

- EPSF 9850 Historical Research in Twentieth Century American Education (3)
- EPSF 9930 Philosophical Analysis and Method (3)

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 and Human Development 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)

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 (12 hours).

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 below for specific tracks/courses)
- Two courses (6 hours) in advanced research methods as identified by the Doctoral Advisory Committee

Quantitative Methodology

- EPRS 8540 Quantitative Methods and Analysis in Education II
- EPRS 8550 Quantitative Methods and Analysis in Education III (3)
- EPRS 8820 Program Evaluation and Institutional Research (3)
- EPRS 8830 Survey Research, Sampling Principles and Questionnaire Design (3)
- EPRS 8840 Meta-Analysis (3)
- EPRS 8660 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 Research Research (3)

Qualitative Methodology

- ANTH 8010 Qualitative Methods in Anthropology (3)
- EPRS 8510 Qualitative Research in Education II (3)
- EPRS 8520 Qualitative Research in Education III (3)
- EPRS 8640 Case Study Methods (3)
- EPRS 8700 Visual Research Methods (3)
- EPRS 9120 Poststructural Inquiry (3)
- EPRS 9400 Writing Qualitative Research Manuscripts (3)

Single-Case Methodology

- EPY 8850 Introduction to Single-Case Methodology (3)
- EPY 8860 Applications of Single-Case Methodology (3)

Historical/Philosophical Methodology

- EPSF 9850 Historical Research in Twentieth Century American Education (3)
- EPSF 9930 Philosophical Analysis and Method (3)

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 and Human Development 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)

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 below for specific tracks/courses)
- Two courses (6 hours) in advanced research methods as identified by the Doctoral Advisory

Committee

Quantitative Methodology

- EPRS 8540 Quantitative Methods and Analysis in Education II
- EPRS 8550 Quantitative Methods and Analysis in Education III (3)
- EPRS 8820 Program Evaluation and Institutional Research (3)
- EPRS 8830 Survey Research, Sampling Principles and Questionnaire Design (3)
- EPRS 8840 Meta-Analysis (3)
- EPRS 8660 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 Research Design (3)

Qualitative Methodology

- ANTH 8010 Qualitative Methods in Anthropology (3)
- EPRS 8510 Qualitative Research in Education II (3)
- EPRS 8520 Qualitative Research in Education III (3)
- EPRS 8640 Case Study Methods (3)
- EPRS 8700 Visual Research Methods (3)
- EPRS 9120 Poststructural Inquiry (3)
- EPRS 9400 Writing Qualitative Research Manuscripts (3)

Single-Case Methodology

- EPY 8850 Introduction to Single-Case Methodology (3)
- EPY 8860 Applications of Single-Case Methodology (3)

Historical/Philosophical Methodology

- EPSF 9850 Historical Research in Twentieth Century American Education (3)
- EPSF 9930 Philosophical Analysis and Method (3)

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 and Human Development 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)

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 (12 hours).

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 below for specific tracks/courses)
- Two courses (6 hours) in advanced research methods as identified by the Doctoral Advisory Committee

Quantitative Methodology

- EPRS 8540 Quantitative Methods and Analysis in Education II
- EPRS 8550 Quantitative Methods and Analysis in Education III (3)
- EPRS 8820 Program Evaluation and Institutional Research (3)
- EPRS 8830 Survey Research, Sampling Principles and Questionnaire Design (3)
- EPRS 8840 Meta-Analysis (3)
- EPRS 8660 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 Research Design (3)

Qualitative Methodology

- ANTH 8010 Qualitative Methods in Anthropology (3)
- EPRS 8510 Qualitative Research in Education II (3)
- EPRS 8520 Qualitative Research in Education III (3)
- EPRS 8640 Case Study Methods (3)
- EPRS 8700 Visual Research Methods (3)
- EPRS 9120 Poststructural Inquiry (3)

- EPRS 9400 Writing Qualitative Research Manuscripts (3)

Single-Case Methodology

- EPY 8850 Introduction to Single-Case Methodology (3)
- EPY 8860 Applications of Single-Case Methodology (3)

Historical/Philosophical Methodology

- EPSF 9850 Historical Research in Twentieth Century American Education (3)
- EPSF 9930 Philosophical Analysis and Method (3)

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 and Human Development 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)

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 (15 hours).

C. Dissertation (15)

Required (15):
EDCI 9990 Dissertation (15)

Program total: Minimum of 66 semester hours

6 – Concentration Area: Teaching and Teacher Education

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.

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 below for specific tracks/courses)
- Two courses (6 hours) in advanced research methods as identified by the Doctoral Advisory Committee

Quantitative Methodology

- EPRS 8540 Quantitative Methods and Analysis in Education II
- EPRS 8550 Quantitative Methods and Analysis in Education III (3)
- EPRS 8820 Program Evaluation and Institutional Research (3)
- EPRS 8830 Survey Research, Sampling Principles and Questionnaire Design (3)
- EPRS 8840 Meta-Analysis (3)
- EPRS 8660 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 Research Design (3)

Qualitative Methodology

- ANTH 8010 Qualitative Methods in Anthropology (3)
- EPRS 8510 Qualitative Research in Education II (3)
- EPRS 8520 Qualitative Research in Education III (3)
- EPRS 8640 Case Study Methods (3)
- EPRS 8700 Visual Research Methods (3)
- EPRS 9120 Poststructural Inquiry (3)
- EPRS 9400 Writing Qualitative Research Manuscripts (3)

Single-Case Methodology

- EPY 8850 Introduction to Single-Case Methodology (3)
- EPY 8860 Applications of Single-Case Methodology (3)

Historical/Philosophical Methodology

- EPSF 9850 Historical Research in Twentieth Century American Education (3)
- EPSF 9930 Philosophical Analysis and Method (3)

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 and Human Development 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)

B. Major Area (27)

Required (18):

- EDCI 8970 Seminar in Teaching and Learning (3)
- EDCI 9660 Internship (6)
- EDCI 9760 Seminar in Teacher Education (3)
- EDCI 9850 Research Seminar (3)
- EDCI 9900 Critique of Educational Research (3)

Select (9): The student and Doctoral Advisory Committee select additional coursework (9 hours). Recommended courses include:

- EDCI 8640 Theoretical and Practical Perspectives on Designing Urban Teacher Education (3)
- EDCI 8790 Special Topics in Teaching and Teacher Education (3)
- EDCI 8820 Policy in Teaching and Teacher Education (3)
- EDCI 8830 Critical Sociohistorical Perspectives on Curriculum and Teaching (3)

C. Dissertation (15)

Required (15):
EDCI 9990 Dissertation (15)

Program total: Minimum of 60 semester hours

4680 Add-On Tier 1 Leadership Certification

Department of Educational Policy Studies
450 College of Education Building
404-413-8030
eps.education.gsu.edu
William Curlette, Chair

The purpose of the Add-on program in Educational Leadership at Georgia State University is to prepare graduates to be effective school and/or system leaders who positively impact student achievement. Throughout the program, students work on meaningful projects in a focused manner that is designed to help them develop the knowledge, skills, and dispositions that are required to lead school and district improvement efforts. The program fulfills the requirements of the Tier 1 Performance-Based Educational Leadership certification for the State of Georgia.

Program Academic Regulations
Students must earn a "B" or higher in all courses in the M.Ed. program. A student who receives a course grade below a "B" may take that course a second time. If the student does not meet the grade requirement for the course a second time, the student is not eligible to continue in the program. Students also must maintain a GPA of 3.0 in their courses.

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 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 EPS faculty, in jeopardy as a result of the student's behavior. Students in this program are expected to follow the latest version of the Georgia Leadership Standards.

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 7680B Practicum Seminar: Action Research for School Leaders (3)
- EPEL 8970 Seminar in Educational Leadership (3)

Total hours for certification: minimum of 18 hours

Additional Requirements
Along with course requirements, students are expected to meet program requirements. Those requirements include:

- Portfolio and log of internship activity hours;

- Reflection Journal;
- Successfully complete the Georgia Ethics Pre and Post Assessment;
- Successfully complete the Georgia Assessment for the Certification of Educators (GACE) Leadership Exam.

4690 Add-On Tier II Leadership Certification

Department of Educational Policy Studies
450 College of Education Building
404-413-8030
eps.education.gsu.edu
William Curlette, Chair

The program fulfills the requirements of the Tier II Performance-Based Educational Leadership certification for the State of Georgia. The purpose of the Tier II Performance-Based Specialist Add-on certification program in Educational Leadership at Georgia State University is to prepare graduates to be effective school and system leaders who positively impact student achievement. Throughout the program, students work on meaningful projects in a focused manner that is designed to help them develop the knowledge, skills, and dispositions that are required to lead school and district improvement efforts. Georgia State collaborates closely with its partner districts to help assure that students are being properly prepared to successfully address the school and district needs.

Program Admission

This program is appropriate for applicants who already have specialist's degrees and wish to add leadership certification. Applicants for the Add-On Certification must be full-time, practicing educators and be employed in a leadership role in a partnering school system. Because Tier II certification is not a self-select program in the state of Georgia, applicants must receive written permission from their employers to participate.

Program Academic Regulations

Students must earn a "B" or higher in all courses in the add-on 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.

Required (18):

- EPEL 8000 Research in Educational Leadership and Organizational Culture (3)
- EPEL 8020 Leadership for Change in a Diverse Society (3)
- EPEL 8650 The Principal (3)
- EPEL 8970 Seminar in Educational Leadership (9)

Program advisors may approve substitute courses as necessary.

Following the completion of coursework, persons wishing to obtain the Tier II certification in the State of

Georgia must receive a passing score on the GACE Educational Leadership Tests.

Total hours for certification: minimum of 18 semester hours

4700 Autism Education Endorsement

Department of Educational Psychology, Special Education and Communication Disorders
835 College of Education Building
404-413-8040
esc.education.gsu.edu
Laura Fredrick, Chair

This endorsement prepares general and special education teachers to teach students with Autism. An individual with the Autism Endorsement has strengthened and enhanced competency levels for working with students with autism. This endorsement does not replace the certification requirement of holding the appropriate special education base-field certificate for working with students with autism.

Required (12):

- EXC 7030 Applied Behavior Analysis (3)
- EXC 7250 Characteristics of Intellectual Disability and Autism Spectrum Disorders (3)
- EXC 7320 Methods of Teaching Students with Low-Functioning Autism Spectrum Disorders (3)
- EXC 7325 Methods of Teaching High-Functioning students with Autism Spectrum Disorders (3)

Total hours for endorsement: minimum of 12 semester hours

4710 Certificate in Instructional Design and Technology

Learning Technologies Division
233-242, 2nd Floor, College of Education building
ltd.education.gsu.edu
Brendan Calandra, Chair

The online program is designed for individuals interested in working in a wide variety of education, training, and development areas such as those found in business, industry, government agencies, the military, and nonprofit organizations. This certificate is designed to meet the challenges created by technology training needs. The program emphasizes the competencies required to design, develop, facilitate, and manage education and training programs, including e-learning and human performance support systems.

The goal of the certificate program is to: 1) Help students meet the qualifications to advance within their current field related to designing, developing, facilitating, and managing education and training; and 2) Open up additional avenues for the students to pursue a career in instructional design or human performance technology.

Through a combination of classroom and hands-on activities, this program provides participants with the opportunity to design and produce learning activities that make effective use of technology in instructional development. Ample opportunities are provided for applying the competencies learned in the classroom to job-related situations.

Students who complete the Instructional Design and Technology Certificate will:

- Demonstrate knowledge of learning theories and principles, models, tools, and techniques which are applied to the systematic design of instruction
- Apply instructional design principles to the design, development, and implementation of learning activities in their work environment
- Demonstrate the ability to effectively lead the design of effective instruction through planning, development, evaluation, and management
- Demonstrate the ability to manage and lead all phases of an instructional design project

Program of Study

- LT 7100 Design of Performance and Instructional Systems (3)
- LT 7150 Analysis of Performance and Instructional Systems (3)
- LT 8150 Project Management for Instructional Designers (3)
- LT 8440 E-Learning Environments (3)

Program Total: minimum of 12 hours

4715 Certificate in International Education

A Graduate Certificate in International Education is available from the College of Education and Human Development to eligible students enrolled as non-degree students in the College of Education and Human Development or in graduate programs at Georgia State University. To earn the certificate, students must complete a minimum of 18 credit hours with a collective GPA of 3.0 or higher in those courses.

Students must submit a proposed program of study to the Associate Dean of Associate Dean of School, Community, International Partnerships along with syllabi for each proposed course. The specific courses to be included will be reviewed in light of the guidelines below. The program must be approved by the Associate Dean of Associate Dean of School, Community, International Partnerships and a minimum of two College of Education and Human Development faculty associated with the International Education certificate.

To be eligible to earn the certificate, students must:

- be enrolled in a non-degree program in the College of Education and Human Development or in a graduate program at Georgia State University
- submit the proper form to the Associate Dean of Graduate Studies and Research officially indicating an intention to work toward earning the certificate (the form is available from the College of Education and Human Development Office of Academic Assistance and Graduate Admissions), a list of the proposed courses, and accompanying syllabi.

- complete the approved program of study coursework with a 3.0 GPA or higher.

Program of Study

The program of study for the Graduate Certificate in International Education must include the following:

International Education: Core (3 hours)

The program must include a Core course that provides an understanding of teaching, learning, and/or development from an international perspective. The lens framing this course should be comprehensive in the international focus rather than specific to a given area/country.

Select One Course (3):

- EDCI 8970 Seminar in Teaching and Learning: Global Perspectives in Literacy Education (3)
- EDRD 8280 Literacy for a Diverse Society (3)
- EPEL 7020 Leadership for a Diverse Society (3)
- EPEL 8020 Leadership for Change in a Diverse Society (3)
- EPSF 8330 Globalization and Educational Policy (3)
- EPSF 8350 Comparative Educational Systems (3)
- Other international education core courses approved by ICE faculty committee

International Education: Study Abroad (3 hours)

The program must include a minimum of 3 graduate credit hours that incorporate a study-abroad experience.

Select One Course (3):

- ECE 9810 Directed Readings in Early Childhood Education (3)
- ECE 8000 Issues in International Education (3)
- EDUC 7777 Field Experiences in International Education (3)
- EDMT 8420 Topics in Mathematics Teaching and Learning (3)
- EDMT 8430 Sociocultural and Sociohistorical Issues of Mathematics Education (3)
- EPEL 8970 Seminar in Educational Leadership (3)
- KH 7810 Directed Readings And Research In Sports Administration (3)
- KH 8680 International Experience in Sport and Exercise Science (3)
- Or other study abroad courses as approved by ICE faculty committee

International Education: Electives (12 hours)

Students may choose electives from across the university which may be broadly focused or country/region specific. The course foci may include: (a) educational issues in a specific region/country, (b) development of language expertise or background knowledge associated with a region/country, or involvement in studying/interacting/teaching with international populations who are living in our own country. After having met the Core and Study Abroad area requirements above, students may also count as electives any

additional courses taken from the ones listed in those sections

Select Four Courses (12):

- CPS 7340 Social/Cultural Issues In CPS (3)
- CPS 8340 Advanced Multicultural Counseling Strategies & Interventions (3)
- ECE 6360 Culturally Responsive Pedagogy (3)
- ECE 8100 Social, Cultural, and Political Issues in Teaching and Learning (3)
- EDLA 8020 Social, Cultural, and Political Contexts Shaping Early Literacy Instruction (3)
- EDLA 8330 Language Variation and Learning (3)
- EDRD 8550 Trends and Issues in Language and Literacy Education (3)
- EDSS 8290 Learning, Curriculum & Instruction in Social Studies (3)
- EDSS 8420 Topics in the School Social Studies Curriculum (3)
- EDSS 8550 Trends and Issues in Social Studies (3)
- EPSF 7110 Multicultural Education (3)
- EPSF 8010 Cultural Studies in Education (3)
- EPSF 8040 Cultural Studies in Education: Gender (3)
- EPY 8180 Development during School Age (3)
- EPY 8220 Advanced Developmental Psychology: Personality and Socialization (3)
- KH 7200 Cultural Aspects of Sport (3)
- TSLE 7260 Cultural Issues for the Bilingual/ESL Teacher (3)
- TSLE 7440 Methods and Materials for the Bilingual/ESL Teacher (3)
- Other internationally focused elective courses as approved by ICE faculty committee

Program Total: minimum of 18 hours

4720 Certificate in Online Learning Design and Development

Learning Technologies Division
233-242, 2nd Floor, College of Education building
ltd.education.gsu.edu
Brendan Calandra, Chair

This online program is designed for individuals interested in working in a wide variety of education, training, and development areas such as those found in business, industry, government agencies, the military, and nonprofit organizations. This certificate is designed to meet the challenges created by the growing demand for eLearning courses and programs in education sectors and the workplace. The program emphasizes the competencies required to design, develop, facilitate, and manage e-learning programs.

Through a combination of classroom and hands-on activities, this program provides participants with the opportunity to design and produce and evaluate eLearning activities that make effective use of best practices and industry standards of development. Ample opportunities are provided for applying the competencies learned in the classroom to job-related situations.

Objectives

Students who complete the Online Learning Design and Development Certificate will:

- Demonstrate knowledge of learning theories and principles, models, tools, and techniques which are applied to the systematic design of Online Learning Modules, Courses and Programs.
- Apply instructional design principles to the design, development, and implementation of Online learning activities in their work environment.
- Demonstrate the ability to effectively lead the design of effective of online instruction through planning, development, evaluation, and management.
- Implement eLearning solutions using learning management systems – have a basic skill set of the critical components of deploying courses via SCORM 1.2 and beyond (xAPI) and ensure 508 compliance.
- Demonstrate the ability to manage and lead all phases of an online learning design project.

Program of Study

Prerequisite (3):

- LT 7100 Design of Performance and Instructional Systems (3) or equivalent

Required (12):

- LT 8050 Evaluation and Assessment of Online Learning (3)
- LT 8360 E-Learning Design and Development (3)
- LT 8400 Developing Digital Multimedia for Learning (3)
- LT 8440 eLearning Environments (3)

Program Total: minimum of 12 semester hours

4730 Certificate in Program Evaluation

Department of Educational Policy Studies
450 College of Education Building
404-413-8030
eps.education.gsu.edu
William Curlette, Chair

The Graduate Certificate in Program Evaluation combines program evaluation models, specialized topics in program evaluation, and issues in program evaluation and policy analysis with practical application of learned abilities in a program evaluation. The certificate is designed for individuals interested in working in a wide variety of education, training, and development areas, including those found in business, industry, government agencies, the military and nonprofit organizations. There is also the possibility of working independently as a consultant in program evaluation. The certificate targets two goals: (a) providing students who have already earned master's degrees a concentrated means of preparing themselves to pursue careers in program evaluation and (b) benefiting society by increasing the quality of program evaluators, who can contribute to the improvement of educational and other service programs.

Objectives

Students who complete the Certificate in Program Evaluation will be able to:

- Compare theoretical approaches employed in program evaluation;
- Evaluate program evaluation standards;
- Identify ethical principles in program evaluation;
- Relate the context of a program to its evaluation plan;
- Implement various methodologies involved in program evaluation;
- Conduct various analyses of program evaluation data; and
- Contribute to a comprehensive, context-appropriate program evaluation report.

Program Academic Regulations

To accomplish these objectives, the Graduate Certificate in Program Evaluation is a 15 credit hour program of study beyond the prerequisite requirements. The content includes courses taught in the M.S. in Educational Research and/or Ph.D. in Educational Policy Studies.Through a combination of classroom and hands-on activities, this Certificate Program provides participants the opportunity to design and conduct various aspects of program evaluation. Opportunities are provided for applying the competencies learned in the classroom to job-related situations.

Prerequisites

Applicants must have completed an accredited, master's degree program prior to admission to the Graduate Certificate in Program Evaluation. Also, students must be prepared in both quantitative methods and qualitative methods. This preparation can be accomplished through completing the following coursework:

- EPRS 8500 Qualitative/Interpretive Research in Education I or equivalent
- EPRS 8530 Quantitative Methods and Analysis in Education I or equivalent
- EPRS 8510 Qualitative/Interpretive Research in Education II or EPRS 8540 Quantitative Methods and Analysis in Education II or equivalent

Program of Study

- EPRS 8620 Program Evaluation I (3)
- EPRS 8670 Practicum in Research or Program Evaluation (3)
- EPRS 8820 Program Evaluation and Institutional Research (3)
- EPRS 8830 Survey/Sampling/Questionnaire Design (3)
- EPSF 8630 Critical Policy Studies (3)

Graduate level courses equivalent to courses in the program of study may be substituted if the courses are approved based on the existing College of Education and Human Development policy for equivalent courses and approval by the student's advisor for this certificate.

Program total: minimum of 15 semester hours

4740 Certificate in Qualitative Research in Education

Department of Educational Policy Studies
450 College of Education Building
404-413-8030
eps.education.gsu.edu
William Curlette, Chair

A Graduate Certificate in Qualitative Research in Education is available from the College of Education and Human Development 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 8450 Popular Culture as Qualitative Text (3)
- EPRS 8640 Case Study Methods (3)
- EPRS 8700 Visual Research Methods (3)
- EPRS 9120 Poststructural Inquiry (3)
- EPRS 9380 / ECE 9380 Discourse Analysis (3)
- EPRS 9400 Writing Qualitative Research Manuscripts (3)
- EPRS 9920 Special Topics in Qualitative Research (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)
- COMM 8410 Qualitative Methods (3)
- Other Qualitative Methods courses as approved by the Certificate Coordinator and the Department Chair.

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 and Human Development 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)

Normal Time to Complete Program

One additional semester with 3 courses is estimated to be additional coursework which would be included within the doctoral program timeframe because it is likely that at least 4 courses meet both the certificate and doctoral requirements. The certificate program requires 7 courses. Courses beyond the three courses in the doctoral core which meet the certificate requirements may be included in the doctoral program of study for the student based on each student's individualized program. Typically, at least one course meeting certificate requirements beyond the three from the doctoral core would be included in the student's doctoral program for the student's doctoral degree.

Learning Outcomes and Assessments

The RMS faculty evaluate students on the following learning outcomes for the certificate:

- Addresses the research question(s) with appropriate methodology
- Demonstrates knowledge of previous research and/or literature in the field
- Document adheres to the standards of quality writing
- Oral presentation communicates research in a manner appropriate for the material and audience
- Potential for contribution to the discipline
- Demonstrates knowledge in the field of the certificate program in the dissertation defense

On-Time Graduation Rates

On-time graduation rate is 100% based on the College of Education and Human Development doctoral program time-frame.

Program Costs*

Graduate Tuition per credit hour: In-State $382.00; Out-of-State $1,243.00
Mandatory Student Fees per term: $1,064.00
Books and Supplies per term: $500.00
Room and Board per term: $5,587.00

*All figures are estimates only and subject to change without notice.

Occupations

The Qualitative Research in Education Certificate aids in the preparation of students to be employed as:

- Ethnology Professors (SOC 25-1062)
- Ethnologists (SOC 19-3099)
- Historians (SOC 19-3093)

You can find additional information on the Standard Occupational Classification (SOC) and occupational profiles on these professions at the U.S. Bureau of Labor Statistics and O*Net websites: www.bls.gov/soc and www.onetcenter.org.

Other Certificate Information

There is no state or accrediting agency that requires tracking placement rates. Students who receive a certificate also complete the doctoral program which is a higher credentialed program; thus, calculation of median loan debt for the certificate program is not required.

4750 Certificate in Quantitative Research in Education

Department of Educational Policy Studies
450 College of Education Building
404-413-8030
eps.education.gsu.edu
William Curlette, Chair

A Graduate Certificate in Quantitative Research in Education is available from the College of Education and Human Development 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 8600 Computer Use in Educational Research (3)
- EPRS 8620 Program Evaluation I (3)
- EPRS 8660 Bayesian Statistics (3)
- EPRS 8820 Program Evaluation and Institutional Research (3)

- EPRS 8830 Survey Research, Sampling Principles, and Questionnaire Design (3)
- EPRS 8840 Meta-Analysis (3)
- EPRS 8920 Educational Measurement (3)
- EPRS 9350 Introduction to Item Response Theory (3)
- EPRS 9360 Advanced Item Response Theory (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 9600 Advanced Computer Methods in Educational Research (3)
- EPRS 9900 Research Design (3)
- PSYC 8430 Psychological Research Statistics (3)
- Other Quantitative Methods courses as approved by the Certificate Coordinator and the Department Chair

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 and Human Development 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)

Normal Time to Complete Program

One additional semester with 3 courses is estimated to be additional coursework which would be included within the doctoral program timeframe because it is likely that at least 4 courses meet both the certificate and doctoral requirements. The certificate program requires 7 courses. Courses beyond the three courses in the doctoral core which meet the certificate requirements may be included in the doctoral program of study for the student based on each student's individualized program. Typically, at least one course meeting certificate requirements beyond the three from the doctoral core would be included in the student's doctoral program for the student's doctoral degree.

Learning Outcomes and Assessments

The RMS faculty evaluate students on the following learning outcomes for the certificate:

- Addresses the research question(s) with appropriate methodology

- Demonstrates knowledge of previous research and/or literature in the field
- Document adheres to the standards of quality writing
- Oral presentation communicates research in a manner appropriate for the material and audience
- Potential for contribution to the discipline
- Demonstrates knowledge in the field of the certificate program in the dissertation defense

On-Time Graduation Rates

On-time graduation rate is 100% based on the College of Education and Human Development doctoral program time-frame.

Program Costs*

Graduate Tuition per credit hour: In-State $382.00; Out-of-State $1,243.00
Mandatory Student Fees per term: $1,064.00
Books and Supplies per term: $500.00
Room and Board per term: $5,587.00

*All figures are estimates only and subject to change without notice.

Occupations

The Quantitative Research in Education Certificate aids in the preparation of students to be employed as:

- Statistics Professors (SOC 25-1022)
- Survey Research Professors (SOC 25-1069)
- Survey Researchers or Survey Methodologists (SOC 19-3022)
- Program Analysts (SOC 13-1111)
- Research Methodology and Quantitative Methods (SOC 15-2041) for Statisticians
- Research Methodology and Quantitative Methods (SOC 11-9199) for Managers and All Others

You can find additional information on the Standard Occupational Classification (SOC) and occupational profiles on these professions at the U.S. Bureau of Labor Statistics and O*Net web sites: http://www.bls.gov/soc/ and http://www.onetcenter.org/.

Other Certificate Information

There is no state or accrediting agency that requires tracking placement rates. Students who receive a certificate also complete the doctoral program which is a higher credentialed program; thus, calculation of median loan debt for the certificate program is not required.

4760 Certification in Special Education Physical and Health Disabilities

Department of Educational Psychology, Special Education and Communication Disorders
835 College of Education Building
404-413-8040

esc.education.gsu.edu
Laura Fredrick, Chair

The Certification in Special Education Physical and Health Disabilities 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. This program is for individuals who currently have special education certification in another area (i.e., general curriculum, etc.).

Certification only students complete a planned program that leads to the College of Education and Human Development 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.

Certification: Students must post passing scores on the GACE Content Assessment and Georgia Educator Ethics – Program Exit (360) Assessment in order to be recommended by Georgia State University for clear, renewable certification.

Prerequisite Courses

- Methods of Reading (EDRD 6600 or EDRD 7600 or its equivalent)
- EPY 2050 Human Growth and Development (3)
- EXC 4020 Characteristics and Instructional Strategies for Students with Disabilities (3)

Program Courses

- EDRD 7650 Individualized Literacy Assessment and Instruction (3)
- EXC 7190 Alternative Approaches to Literacy Instruction for Students with Disabilities (3)
- EXC 7280 Methods of Teaching Students with Intellectual Disability and Autism Spectrum Disorders (3)
- EXC 7300 Assistive Technology: Reading and Academics (3)
- EXC 7330 Physical and Health Management of Students with Disabilities (3)
- EXC 7927 Practicum I: Physical and Health Disabilities (3)
- EXC 7937 Practicum II: Physical and Health Disabilities (3)

4770 Coaching Endorsement

Department of Early Childhood and Elementary Education
550 College of Education Building
404-413-8020
ece.education.gsu.edu
Lynn Hart, Chair
Sue Duncan, Executive Director

The Department of Early Childhood and Elementary 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 in either the concentration for Reading Recovery Teacher Leaders or the concentration for Literacy Coach Certificate.

Reading Recovery Teacher Leader Concentration

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)

Literacy Coach Certificate Concentration

Theory and Research (6):

- 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 Experience (9):

- 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):

- ECE 7984 Curriculum Design and Evaluation (3)

4780 Comprehensive Intervention Model

Department of Early Childhood and Elementary Education
550 College of Education Building
404-413-8020
ece.education.gsu.edu
Lynn Hart, Chair
Sue Duncan, 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:

- research-based interventions that increase the literacy levels of low-performing children, and
- 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.

ECE 7963 Practicum in Interventions (3) is required for teachers who have not been Reading Recovery trained.

ECE 7965 Intervention Designs for Struggling Readers (3) is completed in fall and spring semesters for a total of 6 hours. The course is required for teachers who are training in the Comprehensive Intervention Model.

4790 Dual Immersion Early Childhood Education Endorsement

Department of Early Childhood and Elementary Education
550 College of Education Building
404-413-8020
ece.education.gsu.edu
Lynn Hart, Chair

This endorsement is intended for candidates who are enrolled in a foreign language certification program or who have an active teaching certificate or license in foreign language education. This endorsement will prepare candidates for P-5 Dual Immersion classrooms. Candidates will learn about current research, curricula, and content-area teaching methods applicable to Dual Language settings. They will acquire knowledge of child development and elementary content standards and learn how to apply this knowledge in Dual Immersion classrooms.

Required (15):

- ECE 7397 Elementary Mathematics in Dual Immersion Settings (3)
- ECE 7440 Biliteracy: Literacy Development in Multilingual Settings (3)
- ECE 7730 Perspectives on Child Development for Culturally and Linguistically Diverse Students (3)
- ECE 7750 Content-Based Curricula, Instruction and Assessment for Dual Immersion Classrooms (3)
- ECE 7740 Internship in Elementary Classroom I or FORL 6030 Teaching Diverse World Language Learners-Field Experience (3)

Total hours for endorsement: minimum of 15 semester hours

4800 ESOL Endorsement

Department of Middle and Secondary Education
639 College of Education Building
404-413-8060
mse.education.gsu.edu
Gertrude Tinker Sachs, Chair

The Department of Middle and Secondary Education of the College of Education and Human Development 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 and Human Development. 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

4810 ESOL Endorsement Online

Department of Middle and Secondary Education
639 College of Education Building
404-413-8060
mse.education.gsu.edu
Gertrude Tinker Sachs, Chair

The Department of Middle and Secondary Education offers graduate courses in bilingual/English as a second language that apply to the non-degree online English as a Second Language Endorsement. The non-degree online ESOL Endorsement provides teachers with additional training to work effectively with non-English-speaking or limited-English-speaking students at the early childhood, middle childhood, and secondary school levels. The non-degree online ESOL Endorsement is approved by the State of Georgia Professional Standards Commission.

Successful completion of the non-degree online ESOL endorsement course work and a portfolio qualifies a person for the bachelor's, master's, or specialist level endorsement, depending upon his or her current level of certification. Students seeking only the non-degree online ESOL endorsement must be admitted to the College of Education and Human Development as a non-degree student. All courses in the non-degree online ESOL Endorsement must be completed online. No other courses may apply.

- TSLE 7250 Applied Linguistics for the Bilingual/English as a Second Language Teacher
- TSLE 7260 Cultural Issues for Bilingual/English as a Second Language Teacher
- TSLE 7440 Methods and Materials for Bilingual/English as a Second Language Teacher

Total Program Hours: 9 semester hours

4820 Initial Certification in Early Childhood Special Education

Department of Educational Psychology, Special Education, and Communication Disorders
835 College of Education Building
404-413-8040
esc.education.gsu.edu
Laura Fredrick, Chair

The Initial Certification program in Early Childhood Special Education 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)

Pre-Service Certificate: Upon admission to a teacher education program, students will be contacted by the College's Office of Academic Assistance office with instructions to claim enrollment in their program and submit a GaPSC Pre-Service Certificate Application. The pre-service certificate is required for placement in required field experiences or clinical practice.

Certification: Students must post passing scores on the GACE Content Assessment, Georgia Educator Ethics – Program Exit (360) Assessment, and edTPA in order to be recommended by Georgia State University for clear, renewable certification.

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 Literacy Assessment and Curriculum Development OR EDRD 7650 Individualized Literacy 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 4650 Opening School Experience (0)
- 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 Students with Low-functioning 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 (3)

4830 Initial Certification in Special Education Adapted Curriculum

Department of Educational Psychology, Special Education and Communication Disorders
835 College of Education Building
404-413-8040
esc.education.gsu.edu
Laura Fredrick, Chair

Initial Certification in Special Education Adapted Curriculum course of study is for students seeking only teacher certification. Certification only students complete a planned program that leads to a College of Education and Human Development 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 intellectual disability and students with autism spectrum disorders.

Pre-Service Certificate: Upon admission to a teacher education program, students will be contacted by the College's Office of Academic Assistance office with instructions to claim enrollment in their program and submit a GaPSC Pre-Service Certificate Application. The pre-service certificate is required for placement in required field experiences or clinical practice.

Certification: Students must post passing scores on the GACE Content Assessment, Georgia Educator Ethics – Program Exit (360) Assessment, and edTPA in order to be recommended by Georgia State University for clear, renewable certification.

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 4650 Opening School Experience (0)
- EXC 7925 Practicum I: Adapted Curriculum (3)

Program Courses

- EDRD 7650 Individualized Literacy Assessment and Instruction (3)
- EXC 7030 Applied Behavior Analysis (3)
- EXC 7190 Alternative Approaches to Literacy Instruction for Students with Disabilities (3)
- EXC 7250 Characteristics of Intellectual Disability and Autism Spectrum Disorders (3)
- EXC 7280 Methods of Teaching Students with Intellectual Disability and Autism Spectrum Disorders (3)
- EXC 7281 Assessment and Curriculum Planning: Adapted Curriculum (3)
- EXC 7935 Practicum II: Adapted Curriculum (3)

4840 Initial Certification in Special Education Deaf Education

Department of Educational Psychology, Special Education and Communication Disorders
835 College of Education Building
404-413-8040
esc.education.gsu.edu
Laura Fredrick, 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.

Pre-Service Certificate: Upon admission to a teacher education program, students will be contacted by the College's Office of Academic Assistance office with instructions to claim enrollment in their program and submit a GaPSC Pre-Service Certificate Application. The pre-service certificate is required for placement in required field experiences or clinical practice.

Certification: Students must post passing scores on the GACE Content Assessment, Georgia Educator Ethics – Program Exit (360) Assessment, and edTPA in order to be recommended by Georgia State University for clear, renewable certification.

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)
- EXC 4650 Opening School Experience (0)

Required Courses

- CSD 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: Deaf/Hard of Hearing (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

4850 Initial Certification in Special Education General Curriculum P-12

Department of Educational Psychology, Special Education and Communication Disorders
835 College of Education Building
404-413-8040
esc.education.gsu.edu
Laura Fredrick, Chair

The Special Education program a teaching certification sequence in special education for certification in Special Education General Curriculum. This is a non-degree, 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 Program Admission Assessment or be exempt based on equivalent SAT, ACT or GRE scores, and complete the Georgia Educator Ethics – Program Entry (350) Assessment.

Pre-Service Certificate: Upon admission to a teacher education program, students will be contacted by the College's Office of Academic Assistance office with instructions to claim enrollment in their program and submit a GaPSC Pre-Service Certificate Application. The pre-service certificate is required for placement in required field experiences or clinical practice.

Certification: Students must post passing scores on the GACE Content Assessment, Georgia Educator Ethics – Program Exit (360) Assessment, and edTPA in order to be recommended by Georgia State University for clear, renewable certification.

The sequence of required certification courses are as follows:

- EPY 2050 Human Growth and Development (3)
- EXC 4020 Characteristics and Instructional Strategies for Students with Disabilities (3)

- EXC 4650 Opening School Experience (0)
- 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.

4860 Instructional Technology for Certified Educators

Learning Technologies Division
233-242, 2nd Floor, College of Education building
ltd.education.gsu.edu
Brendan Calandra, Chair

The non-degree Instructional Technology certification program prepares educator-candidates to serve as technology coaches/facilitators in P-12 schools. Candidates who successfully complete the program are prepared to effectively use technology to support student learning of content, to provide professional development and mentoring to teachers and other school professionals, and to provide leadership in the development of school improvement plans toward higher levels of student achievement through the use of technology in student learning. Candidates must either be working in a classroom or have access to a classroom in order to implement class projects, complete the field experiences, and capstone portfolio. This program is fully online.

Required (12):

- LT 7110 Instructional Design for School-Based Settings (3)
- LT 7360 Integrating Technology in School-Based Learning Environments (3)
- LT 8090 Internet for Educators (3)
- LT 8110 Leadership in Instructional Technology (3)

Exit Requirement: Students must successfully present a portfolio of their work in instructional technology.

Program total: minimum of 12 semester hours

4870 K-5 Mathematics Endorsement

Department of Early Childhood and Elementary Education
550 College of Education Building
404-413-8020
ece.education.gsu.edu
Lynn Hart, 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 Rational Numbers and 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

4880 K-5 Science Endorsement

Department of Early Childhood and Elementary Education
550 College of Education Building
404-413-8020
ece.education.gsu.edu
Lynn Hart, Chair

This endorsement is intended for teachers who hold a clear, renewable certificate, level 4 or higher in early childhood education (P-5) or another eligible field specified in GaPSC Educator Preparation Rules and are interested in adding additional expertise in science education to their certificate. Requirements for the K-5 Science Endorsement include 12 hours of concentrated coursework in elementary (K-5) science education. Students must be admitted to the university and may be enrolled as a nondegree student or pursuing another advanced degree.

Required (12):

- ECE 8420 Essentials of Elementary Science (3)
- ECE 8430 Mastery of Elementary Science (3)
- ECE 8440 Leadership in Elementary Science (3)
- ECE 7740 Internship in Early Childhood Classroom I (3)

Students must complete a portfolio as an exit requirement.

Total hours for endorsement: minimum of 12 semester hours

4890 Literacy Coach Certificate

Department of Early Childhood and Elementary Education
550 College of Education Building
404-413-8020
ece.education.gsu.edu
Lynn Hart, Chair
Sue Duncan, 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 Literacy (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 Professional Learning and Leadership of Literacy (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

4900 Preschool Special Education Endorsement

Department of Educational Psychology, Special Education and Communication Disorders
835 College of Education Building
404-413-8040
esc.education.gsu.edu
Laura Fredrick, 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 and Human Development 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):

- CSD 4320 Introduction to Language Disorders (3)
- EXC 7010 Language Development and Language Disabilities (3)

Total hours for endorsement: minimum of 9 semester hours

4910 Reading Endorsement (ECEE)

Department of Early Childhood and Elementary Education
550 College of Education Building
404-413-8020
ece.education.gsu.edu
Lynn Hart, Chair
Sue Duncan, Executive Director

The Department of Early Childhood and Elementary 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 non-degree 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)

4920 Reading Endorsement (MSE)

Department of Middle and Secondary Education
639 College of Education Building
404-413-8060
mse.education.gsu.edu
Gertrude Tinker Sachs, Chair

The Department of Middle and Secondary Education and the Department of Educational Psychology, Special Education, and Communication Disorders 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 MSE 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 Literacy (3)

Strand 2: Linking Assessment and Instruction

Select one (3):

- EDRD 7550 Literacy Assessment and Curriculum Development (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

4930 Reading Endorsement Online

Department of Middle and Secondary Education
639 College of Education Building
404-413-8060
mse.education.gsu.edu
Gertrude Tinker Sachs, Chair

The Department of Middle and Secondary Education offers online graduate courses in literacy that apply to the non-degree online 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 non-degree online Reading Endorsement is approved by the Georgia Professional Standards Commission.

The non-degree online Reading Endorsement program presupposes certification at least at the bachelor's level. Successful completion of the non-degree online Reading Endorsement course work and a portfolio qualifies a person for the bachelor's, master's, or specialist level endorsement, depending on his or her current level of certification. This endorsement qualifies an individual to be considered "in field" in reading at the level of the base certificate. Students seeking only the non-degree online Reading Endorsement must be admitted to the College of Education and Human Development as a non-degree student. All courses in the non-degree online Reading Endorsement must be completed online. No other courses may apply.

EDRD 7600 Theory and Pedagogy in the Study of Literacy (3)
EDRD 7630 Literacy in the Content Areas (3)
EDRD 7650 Individualized Literacy Assessment and Instruction (3)

Total Program Hours: 9 semester hours

4940 Reading Recovery

Department of Early Childhood and Elementary Education

550 College of Education Building
404-413-8020
ece.education.gsu.edu
Lynn Hart, Chair
Sue Duncan, 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., non-degree, M.Ed., Ed.S., graduate transient) in the College of Education and Human Development 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. Elementary Education with a concentration in Elementary Literacy in Reading Recovery may apply ECE 7360, ECE 7370, ECE 7380 to the program.

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

4950 STEM Education Endorsement

Department of Early Childhood and Elementary Education
550 College of Education Building
404-413-8020
ece.education.gsu.edu
Lynn Hart, Chair

More schools are choosing a STEM focus as a part of their school theme. As a result, schools are seeking teachers with expertise in the area of STEM education and project-based learning. The Department of Early Childhood and Elementary Education is offering this endorsement to candidates that hold certification in Early Childhood Education (P-5) and are interested STEM teaching and learning.

Interested candidates can apply to Early Childhood and Elementary Education's STEM Endorsement program through the College of Education and Human Development's Office of Academic Assistance and Graduate Admissions. The requirements for admission include an Early Childhood Education teaching certificate and a minimum 2.5 undergraduate/Master's degree GPA.

Required:

- ECE 8450 Nature of STEM Education (3)
- ECE 8455 STEM Project-based Instruction (3)
- ECE 8660 STEM Field Experience (2)

Total hours for endorsement: minimum of 8 hours

4960 Teacher Support and Coaching Endorsement

Department of Early Childhood and Elementary Education
550 College of Education Building
404-413-8020
ece.education.gsu.edu

Lynn Hart, Chair

The Teacher Support and Coaching (TSC) Endorsement Program in Early Childhood and Elementary Education is one of six endorsements offered through the Department of Early Childhood and Elementary Education.

Revised in 2015, the TSC Endorsement is embedded in the M.Ed.Elementary Education program as one of four concentrations (Mathematics, Science, Reading and Teacher Support and Coaching). In addition, graduate students may elect to earn a stand- alone endorsement in TSC by enrolling and successfully completing: ECE 8400 and ECE 8680. Candidates must have three years of teaching experience to be eligible to enroll in the 6 hours of Teacher Support and Coaching Endorsement courses.

Required (6):

- ECE 8400 Teacher Development (3)
- ECE 8680 Internship in Teacher Support (3)

Total hours for endorsement: minimum of 6 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 Clinical Health Informatics, Nursing, Nutrition, Occupational Therapy, 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

Nancy Kropf, Dean
Andrew Butler, Associate Dean for Research
Lynda Goodfellow, Associate Dean for Academic Affairs

5010.20 Accreditation

The Doctor of Physical Therapy (DPT) degree program is accredited by the Commission on Accreditation in Physical Therapy Education. The Coordinated Program in Dietetics is accredited by the Accreditation Council for Education In Nutrition and Dietetics (ACEND). 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).

5010.30 Degrees Offered

The School of Nursing and Health Professions offers the following graduate programs:

- Graduate Certificate in Clinical Health Informatics
- Master of Science: major in health sciences (concentrations in nutrition and respiratory therapy)
- Master of Science: major in nursing (concentrations in adult health-gerontology NP, pediatric primary care NP, psychiatric/mental health NP, family nurse practitioner and nursing leadership in healthcare innovations.)
- Post-Master's Certificates in all clinical areas in nursing

- Doctor of Nursing Practice
- Doctor of Philosophy: major in Nursing (focus in health promotion, protection, and restoration in vulnerable populations)
- Master of Occupational Therapy
- Doctor of Physical Therapy

5010.40 Academic Units

School of Nursing

900 Urban Life Building
404-413-1200
nursing.gsu.edu/

Susan J Kelley, Associate Dean & Chief Academic Officer for Nursing

Faculty: Aycock, Bates, Breslin, Campbell, Casseus, Chen, Clark, Cranford, Cranwell-Bruce, DeMars, Eades, Eastman, Epps, Faulkner, Florman, Gay, Gordon, Grantham, Helvig, Hires, Horne, Lee, Kelley, Killian, Kirkendoll, Long, Marcus, Milner, Nelson, Plitnick, Polovich, Ramos, Ravenell, Roseberry, Schwarze, Sims, Spratling, Summers, Tice, Townsend, Washington, Wilmoth

Department of Health Informatics

1228 Urban Life Building
404-413-1226
healthinformatics.gsu.edu/

Tamara Melton, Program Director

Faculty: Melton

Department of Nutrition

862 Urban Life Building
404-413-1226
nutrition.gsu.edu/

Huanbiao Mo, Department Chair

Faculty: Henes, Hopkins, Johnson, Mo, Nucci, Thompson, Wanders, Wiley

Emeritus Faculty: Cody, Baxter, Benardot Kicklighter, Roman, Rosenbloom

Department of Occupational Therapy

935C Urban Life Building
404-413-1446

occupationaltherapy.gsu.edu/

Kinsuk Maitra, Department Chair

Faculty: Maitra, Podolski,

Department of Physical Therapy

1228 Urban Life Building
404-413-1225
physicaltherapy.gsu.edu/

Andrew Butler, Associate Dean for Research and Interim Chair

Faculty: Butler, Chen, Farrell, Garcia, Gore, Huggins, Lorio, Morelli, Thompson, Tsai, Warren

Department of Respiratory Therapy

1228 Urban Life Building
404-413-1225
respiratorytherapy.gsu.edu/

Doug Gardenhire, Department Chair

Robert Pettignano MD, Medical Director

Faculty: Ari, Colquitt, Gardenhire, D, Gardenhire,R, Goodfellow, Murray, Shan, Zimmerman, Zavorsky

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 department of the program. Acceptance into one of the programs in the School of Nursing and Health Professions does not imply acceptance into another College/School in the University.

Georgia State University welcomes applications from all qualified individuals regardless of race, color, sex, religion, creed, age, sexual orientation, gender, disability, veteran status or national origin. Admission is based on a number of factors including, but not limited to, an applicant's academic record, test scores, experience, circumstances, good conduct and character. Admission is a competitive, selective process and meeting minimum requirements does not guarantee acceptance.

Absent extenuating circumstances, good disciplinary standing at previously attended colleges and universities is a condition of admission for all applicants. For purposes of admission, good disciplinary standing means that the applicant has no pending disciplinary charges, outstanding disciplinary sanctions

or disciplinary issues that would prevent the applicant from re-enrolling at previously attended post-secondary institutions.

Applicants with a criminal and/or disciplinary history who are determined to be otherwise admissible for a respective term based on their academic record and other credentials are required to complete an admissions background review process before an admission decision is made by the university. Instructions for completing that review process are communicated to the applicant after the university has determined that the applicant is otherwise admissible for that term.

Omissions or misrepresentations on an application for admission are grounds for automatically invalidating consideration by, acceptance to and continuation at Georgia State. Applicants have a duty to update their application with Georgia State when information changes after application submission.

Graduate Admissions Appeals

The Chair of the academic department of the graduate program and the Vice President for Enrollment Management and Student Success and Vice Provost are the President's designees for purposes of hearing Graduate Admissions Appeals.

Applicants for graduate program admissions who are denied admission due to academic ineligibility may appeal the denial to the department chair within twenty (20) calendar days of the date of the denial letter. The decision of the department chair is final.

Applicants for graduate admission who are denied for reasons related to disciplinary/criminal history or falsification of application may appeal the denial to the Vice President for Enrollment Management and Student Success and Vice Provost within twenty (20) calendar days of the date of the denial letter. The decision of the Vice President for Enrollment Management and Student Success and Vice Provost is final.

Notice to applicant of background review requirements

The University requires applicants who have a criminal or disciplinary history to complete a background review. Please contact the Background Review Records Coordinator at 404-413-1515 for information regarding completion of the review process as soon as possible to ensure timely processing of your application.* The Background Review Records Coordinator will let you know what supplemental documentation you will need to provide to complete the process. You may be required to provide documentation such as:

1. a personal statement explaining the circumstances surrounding criminal or school disciplinary violations, and the current status of any charges and sanctions;
2. copies of criminal or school disciplinary records; and
3. a background check (if you have a criminal history);

Please note that a final admission decision cannot be made until you complete all requirements of the admissions background review process.

*Applications may be withdrawn from review if the background review process is not initiated within two weeks.

- Regarding non-resident Georgia (out-of-state) students that are taking courses via distance education, please review the State Authorization Reciprocity Agreement (SARA) link on the Georgia State University's website at oie.gsu.edu/assessment-and-review-academic-and-adminstrative/accreditation/state-authorization/ to determine if the courses you are planning to enroll in are accepted by your home state and/or home institution. If the courses are not authorized, you may not receive Georgia State credit taken in those states." If you have any questions, please contact the Office of Academic Assistance.

Graduate Certificate in Health Informatics

The Graduate Certificate in Health Informatics is an 18-21 credit hour program of study. This is an online program and is designed for experienced healthcare professional or current students of the Byrdine F. Lewis School of Nursing and Health Professions graduate clinical programs in physical therapy respiratory therapy, nutrition or occupational therapy. Graduate Nursing students are encouraged to apply for the Graduate Nursing Informatics program in the School of Nursing.

The program will consist of at least two courses per semester, and is one calendar year long (three semesters). Cohorts may be accepted each fall and spring semester. The deadline for fall semester is June 15 and spring is October 15.

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. Two letters of recommendation from individuals knowledgeable of the applicant's professional and academic abilities.
5. Current 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. For International Applicants, please provide all items listed above plus the items listed on this link: snhp.gsu.edu/academics-admissions/international-applicants/.
8. Because this program is taught strictly online, it does not allow for F1 or 1 visa sponsorship for overseas students
9. A personal statement identifying your educational/professional goals and the purpose for applying to the specific graduate option.
10. A two page white-paper style writing sample on a health informatics topic (APA style).
11. A Certificate of Immunization.
12. At least two years of clinical experience as a clinician or health professional OR current enrollment in a clinical graduate program in the School of Nursing and Health Professions.

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 with the exception of the Pediatric Primary Care concentration which only accepts in the spring and the Nursing Leadership and Psychiatric Mental Health concentrations which only accepts in the fall. The application deadline for both summer and fall semesters is February 1 for the regular Master's and March 1st for the Nursing Leadership. 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. The MS Nursing program with a concentration in Nursing Leadership in Healthcare Innovations is strictly online, therefore it does not allow for F1 or J1 visa sponsorship for overseas students
8. A written statement identifying your educational/professional goals and the purpose for applying to the specific graduate option.
9. A two-page position paper on a current social or health issue (APA style).
10. A Certificate of Immunization.
11. Official scores from either 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. 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/academics/admissions/.

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.

Post-Master's Certificate

The Post-Master's certificate program is open to all registered nurses who hold a master's degree in Nursing. Post-Master's certificate applicants have to meet the same admissions requirements as Masters' degree applicants. Both Master's degree and Post-Master's Certificate admissions requirements can be found in the Graduate Admissions section under Nursing, Master of Science or Post-Master's Certificate. The length time to complete the certificate varies depending on your academic history and the courses taken in the M.S. Nursing program, but generally takes one to two years.

Doctor of Philosophy in Nursing

The Nursing program accepts students into the doctoral program in the fall semester only. The application priority deadline is February 1 and the regular deadline is April 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 (in APA style).
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.

Doctor of Nursing Practice

The Nursing program accepts students into the doctoral program in the fall semester only. The priority application deadline is February 1 and the regular deadline is April 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 (in APA style).
8. Official scores on the Test of English as a Foreign Language (TOEFL), for applicants whose native language is not English. See section on "International Admissions" for more information.
9. A Certificate of Immunization.

Additional requirements include the following:

1. Must have had a graduate level stats course before the first semester of the DNP program
2. Master's degree in nursing from an accredited nursing program
3. Current RN licensure in state of residency and/or practice
4. Current advance practice nurse certification for NP, CNRA and CNM applicants
5. Actively practicing as an advanced practice nurse (CNS, NP, CNRA, CNM, administration and informatics)
6. Minimum two years of clinical experience
7. Recommended grade point average of 3.2 in master's degree program (3.5 is preferred)

Nursing 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 the School's website at snhp.gsu.edu/academics-admissions/graduate-admissions/nondegree-status/

Nutrition, Master of Science in Health Sciences

IMPORTANT: The six 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 admissions.gsu.edu for postbaccalaureate status.

Inorganic Chemistry (1 semester)

(GSU CHEM 1151K* or GSU CHEM 1211k and CHEM 1212K or equivalent)

Organic Chemistry (1 semester)

(GSU CHEM 1152K* or GSU CHEM 2400 or CHEM 3100 or equivalent)

Human Anatomy and Physiology (2 semesters)

(GSU BIOL 2110K and BIOL 2120K or GSU BIOL 2107K, BIOL 2108K, BIOL 3240 and BIOL 3250 or equivalent)

Principles of Nutrition (1 semester)
(GSU NUTR 2100 or equivalent)

*Will no longer be accepted as of Fall 2018

NOTE: Online laboratory courses will not be accepted.

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 Department of Nutrition requires the following for applicants to the specialization in nutrition:

1. A minimum grade point average of 3.0 in all college-level 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 at nutrition.gsu.edu/academics/graduate-admissions/.

Nutrition, Master of Science in Health Sciences, Coordinated Program

IMPORTANT: The six 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 admissions.gsu.edu for postbaccalaureate status.

Inorganic Chemistry (1 semester)

(GSU CHEM 1151K* or GSU CHEM 1211k and CHEM 1212K or equivalent)

Organic Chemistry (1 semester)

(GSU CHEM 1152K* or GSU CHEM 2400 or CHEM 3100 or equivalent)

Human Anatomy and Physiology (2 semesters)

(GSU BIOL 2110K and BIOL 2120K or GSU BIOL 2107K, BIOL 2108K, BIOL 3240 and BIOL 3250 or equivalent)

Principles of Nutrition (1 semester)
(GSU NUTR 2100 or equivalent)

*Will no longer be accepted as of Fall 2018

NOTE: Online laboratory courses will not be accepted.

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 ACEND Verification Statement listing completion date or ACEND Declaration of Intent to Complete Form with anticipated completion date must apply for this program January 15 for early admission or April 15 for a Summer Semester start date. All other applications are due May 15 for a Fall Semester start date.

The Coordinated Program accepts students once a year. The application deadline for fall semester is May 15.

Master of Occupational Therapy

The mission of Georgia State University's program of occupational therapy is to improve on human lives through innovations in research, community engagement, an education in occupational therapy and rehabilitation in general. We will prepare highly competent and ethical entry-level occupational therapists in the delivery of evidence based, culturally-competent, and compassionate care to improve health and independence of individual and community with a highly technological and globally diverse environment.

The Occupational Therapy Master's program accepts students once a year in the fall semester.

Students are required to complete the following prerequisite courses:

- 2 courses in anatomy and/or physiology
- 1 course in human growth and development or developmental psychology
- 1 course in abnormal psychology
- 1 course in statistics
- 1 course in sociology or anthropology
- 1 course in medical terminology

The following courses are not required to be completed before the start of the program:

- Gross Human Anatomy with lab, 5000 level or higher, four credit hours or higher
- Pathology, 5000 level or higher, three credit hours or higher

Applicants must meet the following minimum admissions criteria:

- Take the Graduate Record Examination (GRE) Verbal and Quantitative Reasoning and Analytical Writing measures within five years of application to the program. The minimum required score of 150 on the Verbal section; 140 on the Quantitative Section; and 3.5 on the Analytic Writing section score.
- A cumulative undergraduate grade point average (GPA) of 3.0 is recommended. A GPA of 3.0 in prerequisite courses is required. All prerequisites must be completed within the last five years
- Documentation of a minimum of 50 hours of work or volunteer experience in at least two different delivery systems demonstrating exposure to and understanding of the occupational therapist's role.

The following materials are required for admission:

1. A OTCAS Application and all associated OTCAS supplemental materials, including transcripts, and fees.
2. Georgia State University Application for Graduate Study.
3. A $50 Georgia State University application fee.
4. A personal essay, no more than two pages, succinctly discussing how your academic background and life experiences will contribute to you success in the OT program while enhancing our program and the profession of occupational therapy.
5. Three letters of recommendation. At least one from an OT, one from a professor, and one from a work supervisor, academic advisor or other healthcare professional (non-relatives).
6. A current resume of professional and volunteer experiences.
7. Official scores from the Graduate Record Examination (GRE).
8. Official scores on the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) taken in the last two years, for applicants whose native language is not English. Minimum scores: TOEFL a score of 90 with no less than 20 on each subset, IELTS a score of 6.5 with no less than 6 on each band score. See section on "International Admissions" in this chapter for more information.
9. An interview on request from Georgia State.
10. A Certificate of Immunization.

Doctor of Physical Therapy

Candidates for admission to the entry-level D.P.T. 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

Applicants must meet the following minimum admissions criteria:

- 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 Analytic Writing section score is 3.5.
- A cumulative undergraduate grade point average (GPA) of 3.0 is recommended. A GPA of 3.0 in prerequisite 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. A PTCAS Application and all associated PTCAS supplemental materials, including transcripts, and fees.

2. Georgia State University Application for Graduate Study.
3. A $50 application fee.
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 Department of Physical Therapy.

Students are accepted into the program once a year and the program begins in the summer semester. The application deadline is generally nine to twelve months prior to the anticipated semester of entry. Application information is available on the School's website at physicaltherapy.gsu.edu/graduate-admissions/.

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 non-degree 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 Department 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 coursework.
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.

The MS RT Online track is strictly online, there for it does not allow for F1 or J1 visa sponsorship for overseas students. Student interested in F1 or J1 visa sponsorship should apply for the Traditional track.
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 department and when adequate facilities are available.

Respiratory Therapy Non-degree Status

Non-degree Status is provided to accommodate selected students who do not plan to seek the master's degree. Additionally, this status may be used to accommodate selected students who have the potential for graduate study but, at the time of application, are not able to fulfill all the requirements for admission to full graduate status. A student is admitted to this status at the option of the department concerned. Admission to this status does not warrant or secure admission to the degree program. Students in non-degree status are limited to 12 semester hours of graduate course work.

Applications are accepted for the fall and spring semesters only. The application deadline for fall is May 15 and September 15 for spring and January 15 for summer. Application information and materials are available on the School's website
at snhp.gsu.edu/academics-admissions/graduate-admissions/nondegree-status/.

5020.10 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

at snhp.gsu.edu/academics-admissions/graduate-admissions/transient-status/.

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 Re-entry 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 Re-entry 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.

5020.20 International Student Admission

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

Academic Credentials: Applicants who have completed all or part of their education outside the United States are required to have their foreign credentials evaluated by an independent evaluation service. For graduate admissions, the 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 non degree students.

5020.30 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 school 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.

5020.40 Re-entry Students

A re-entry 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 re-enter the same graduate program or status in which they were last enrolled. Students must additionally be approved for re-entry through their division. Students who have attended Georgia State University in both undergraduate and graduate categories may apply to re-enter in either category. Reentry applications for Undergraduate Students are submitted online to the Office of Admissions at admissions.gsu.edu. Graduate students may obtain applications through the school's website. Transient students should refer to the "Transient Student Admission" section in this chapter.

5020.50 Tuition Deposit

The Department 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 a graduate program in the Byrdine F. Lewis 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 non-degree 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 (D.P.T.) and the Master's and Doctoral

Nursing programs differ from those above. Please refer to the section on the D.P.T. program for policies and the Nursing polices that pertain to students in those programs.

Each department 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 email message sent to their official Georgia State University email 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 1110.

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. Master's 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 M.S.,O.T.M., Ph.D, D.N.P or D.P.T degrees or certificates in Nursing or Clinical Health Informatics 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 Georgia State website: registrar.gsu.edu/graduation/. 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 M.S.,O.T.M, Ph.D, D.N.P or D.P.T degrees or post-master's certificate in Nursing.

All credits, including transfer credits, presented for the Master of Science, Occupational Therapy Master, 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 and Doctor of Nursing Practice 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, Doctor of Nursing Practice, and 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 enrollment.gsu.edu/assistance/ 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 Assistants

A limited number of graduate assistant positions (GA) 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 department.

Any student chosen for an GA is required to have health insurance. There are two options for satisfying this requirement: students may provide proof of insurance if they already have coverage or they may apply for coverage through the University with either United Healthcare or Blue Cross and Blue Shield. For more information on student health insurance please go to this link: sfs.gsu.edu/tuition-fees/student-health-insurance/buy-student-health-insurance/.

5100 Clinical Health Informatics

Programs Offered:

- **Graduate Certificate in Clinical Health Informatics**

935C Urban Life Building
404-413-1446

Tamara Melton, Program Director

Faculty: Melton

The Graduate Certificate in Clinical Health (GCHI) is an 18-21-credit hour program of study. All courses have been specially designed and developed for students currently working in a healthcare setting for at least two years, and who are seeking to gain skills in health informatics to maintain, upgrade, or advance their health informatics knowledge and skills. Students who are current students of one of the clinical graduate programs in the Lewis school may also apply for the GCHI. Since the Certificate is strictly online, F1/J1 visa sponsorship is not available.

Program Degree Requirements

Graduate Certificate in Health Informatics

Semester hours are shown in parentheses after each entry.

Graduate Certificate in Clinical Health Informatics Requirements (18-21 credit hours):

- SNHP 7000 Introduction to Clinical Healthcare Informatics (3)
- SNHP 7100 Concepts in Healthcare Informatics(3)
- SNHP 7250 Healthcare Data Analytics (3)
- SNHP 7270 Introduction to Healthcare Project Management (3)
- SNHP 7300 Quality Improvement and Safety in Healthcare Environments(3)
- SNHP 7550 Theoretical Foundations for Advanced Nursing Practice (3)
- NURS 7600 Residency and Capstone Project (credit hours depend on student's choice of certificate exam (3)

Program Academic Regulations

A minimum grade of C (2.0) is required in all courses in the GCHI program. All GCHI students must maintain a minimum GPA of 3.0 to remain in the program.

The Byrdine F Lewis School of Nursing and Health Professions reserves the right to require the withdrawal of any student at any time in order to preserve and maintain the school's standards of scholarship and conduct. Furthermore, if the student has been sanctioned for any violation of university rules, procedures, or policies, an automatic review and determination of that student's progress in the program will occur.

5110 Nursing

Programs Offered:

- **M.S. in Nursing**
  - Concentrations in Adult Health – Gerontology Primary Care Nurse Practitioner, Pediatric Primary Care Nurse Practitioner, Family Nurse Practitioner, Psychiatric/Mental Health Nurse Practitioner and Nursing Leadership in Healthcare Innovations
- **Ph.D. in Nursing**

- **D.N.P. in Nursing Practice**

900 Urban Life Building
404-413-1200

Susan J Kelley, Associate Dean and Chief Academic Officer for Nursing

Faculty: Aycock, Bates, Breslin, Campbell, Casseus, Chen, Clark, Cranford, Cranwell-Bruce, DeMars, Eades, Eastman, Epps, Faulkner, Florman, Gay, Gordon, Grantham, Helvig, Hires, Horne, Kelley, Killian, Kirkendoll, Lee, Long, Marcus, Milner, Nelson, Plitnick, Polovich, Ramos, Ravenell, Roseberry, Schwarze, Sims, Spratling, Tice, Townsend, 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, nurse practitioner and a various other advanced practice roles. Preparation is offered in a variety of nursing areas: adult health-gerontology, psychiatric mental health, pediatric primary care, 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 examinations in their specialty area of concentration.

The purpose of the Doctor of Philosophy (Ph.D.) 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. The Doctor of Nursing Practice (D.N.P.) program is a practice focused doctoral degree which prepares nurses to advance nursing practice, participate in organizational and system leadership, and be leaders in evidence-based practice. The D.N.P. graduate will be able to use technology to improve patient outcomes, participate, implement and evaluate health care policy and practice nursing at the highest level. Both the master's program and the doctoral programs 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 Concentrations

Semester hours are shown in parentheses after each entry.

Nurse Practitioner and Clinical Nurse Specialist 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)
- SNHP 7800 Interprofessional Collaboration for Advanced Practice (3)

Adult Health-Gerontology Primary Care Nurse Practitioner

- NURS 7010 Gerontological Nursing (3)
- NURS 7340 Common Health Problems of Adults (10)
- NURS 7080 Common Health Problems of Women (6)
- NURS 7360 Advanced Nursing Practicum (4)
- Elective

Pediatric Primary Care Nurse Practitioner

- NURS 7420 Common Health Problems and Issues Pertinent to Children and Adolescents (9)
- NURS 7430 Chronic Health Problems in Children and Adolescents (7)
- NURS 7440 Advanced Practicum in Child Health (10)

Family Nurse Practitioner

- NURS 7010 Gerontological Nursing (3)
- NURS 7340 Common Health Problems of Adults (7)
- NURS 7342 Common Health Problems of Children and Adolescents (6)
- NURS 7080 Advanced Practice in Ambulatory Health Care of Women (6)
- NURS 7360 Advanced Family Nursing Practicum (4)

Psychiatric Mental Health Nurse Practitioner

- NURS 7120 Theories of Advanced Psychiatric Nursing (3)
- NURS 7140 Advanced Psychiatric Care for Individuals (6)
- NURS 7160 Psychiatric Mental Health Nursing of Families and Groups (6)
- NURS 7170 Advanced Psychopharmacology (2)
- NURS 7190 Seminar on Complex Cases (2)
- NURS 7340 Common Health Problems of Adults (5)
- NURS 7420 Common Problems of Children and Adolescents (2)

Total = 48 semester hours **Clinical Masters**

Online-Nursing Leadership in Healthcare Innovations-Core Courses (27 hours)

- 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 7000 Research Methods and Designs 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)

Courses for each Specialization Curriculum (9 hours)

Technology/Informatics Courses (9 hours)

- NURS 7680 Health Information Systems (3)
- NURS 7690 Human Computer Interfaces (3)
- NURS 7720 Advanced Topics in Healthcare Informatics (3)

OR

Nursing Administration Courses (9 hours)

    - HA 8460 Human Resource Management (3)
    - HA 8620 Operations Management (3)
    - HA 8440 Executive Leadership in Healthcare (3)
    - NURS 7710 Advanced topics in Managing Healthcare and Nursing Systems (3)
        - Because the Nursing Leadership in Healthcare Innovations concentration is taught strictly online, it does not allow for F1 or J1 visa sponsorship for overseas students.

Total = 36 semester hours

Nursing Leadership in Healthcare Innovations

Required Preliminary Course Work for the RN with an Associate Degree or Diploma

All RNs with an associate degree or diploma are required to meet university and School of Nursing requirements for undergraduate non-nursing coursework and to take two bridge courses NURS 6910 (Caring for Families and Communities – 5 credit hours) and NURS 6930 (Leadership and Management in Nursing – 3 credit hours). Additionally, students who have not completed an undergraduate health assessment course will be required to complete an on-line health assessment course.

Students admitted to the R.N.-M.S. Program and requiring the bridge courses, NURS 6910 and NURS 6930, must work closely with the course administrators. NURS 6910 requires clinical site arrangement ONE semester before registering for the course. If clinical site arrangement is not done the semester before, students will not be eligible to take NURS 6910 in accordance with their program plans.

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, student 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 financially bear the costs.

Post-Master's Certificates

Nursing offers post-master's certificates in all clinical concentrations 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-Gerontology Primary Care Nurse Practitioner, Adult-Gerontology Acute Care Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner, Pediatric Primary Care Nurse Practitioner, Pediatric Acute Care Nurse Practitioner and Family Nurse Practitioner.

In addition to holding a master's degree in nursing, applicants must meet the same admission requirements as all M.S. applicants. Graduate Record Exam (GRE) and Miller Analogies Test (MAT) are waived.

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.

Doctor of Nursing Practice

The Doctor of Nursing Practice (D.N.P.) program is a practice-focused doctoral degree which prepares nurses to advance nursing practice, participate in organizational and system leadership, and be leaders in evidence-based practice. The D.N.P. graduate will be able to use technology to improve patient outcomes, participate, implement and evaluate healthcare policy and practice nursing at the highest level.

Year One

- **Fall Semester**
  - NURS 8670 Evidence Based Practice (3)
  - NURS 8700 Scholarly Writing(2)
  - NURS 8992 Capstone Project – Roles Development Transition(2)
  - Clinical Hours: 90
  - **TOTAL Semester Hours: 7**
- **Spring Semester**
  - NURS 8160 Introduction to Health Systems (3)
  - NURS 8550 Basics of Financial Management in Health Care Organization (3)
  - NURS 8994 Capstone Project Planning (2)
  - Clinical Hours: 135
  - **TOTAL Semester Hours** 8
- **Summer Semester**
  - NURS 8001 Epidemiology (3)
  - NURS 8620 Health Care Technologies (3)
  - **TOTAL Semester Hours: 6**

Year Two

- **Fall Semester**
  - NURS 8610 Advanced Leadership & Organizational Behavior (3)
  - NURS 8996 Capstone Project Implementation (3)
  - Clinical Hours: 180
  - Elective (optional) 3
  - **TOTAL Semester Hours: 6**

- **Spring Semester**
  - NURS 8205 Health & Law, Vulnerable Populations & Disparities (3)
  - NURS 8998Capstone Project Dissemination (3)
  - Clinical Hours: 180
  - Elective (optional)(3)
  - **TOTAL Semester Hours: 6**

Total Credit Hours for Doctor of Nursing Practice: 39 hours; electives optional

5120 Nutrition

Programs Offered:

- **Ph.D. in Chemistry, Specialization in Nutritional Sciences**
- **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 Coordinated Program (CP) is accredited by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics (ACEND), 120 South Riverside Plaza, Chicago, IL 60606; 312-899-5400.

This program provides students the opportunity to meet coursework requirements and pre-professional experiences (supervised practice) 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. The supervised practice component has a general focus with an urban health emphasis. The program requires a minimum four semester (students holding a Verification Statement at entrance) to six semester (students without Verification Statements) program of didactic coursework and supervised practice, if the student selects the project or coursework capstone option.

Students have the option of completing a thesis; this option could take longer than the minimum program completion time. The CP requires additional academic courses for students who enter the program prior to meeting the undergraduate coursework required for a Verification Statement from a Didactic Program in

Dietetics (DPD) accredited by ACEND. At the completion of the degree, graduates receive a Master of Science in Health Sciences with a specialization in nutrition and a Verification Statement that makes them eligible to take the Registration Examination for Dietitians.

Department of Nutrition

862 Urban Life Building
404-413-1226
nutrition.gsu.edu

Huanbiao Mo, Department Chair
Jessica Johnson, Coordinated Program Director
Anita Todd, Graduate Program Director

Faculty: Henes, Mo, Nucci, Poon, Shi, Thompson, Todd, Wanders, Wiley, Xue

Emeritus Faculty: Baxter, Benardot,Cody, Kicklighter, Roman, Rosenbloom

Students earning a Ph.D. in Chemistry with a concentration in Nutritional Sciences will gain an in-depth understanding of the biochemical and chemical processes governing metabolism of nutrients and dietary constituents in the body, and how these pathways function in healthy and disease states. The program will focus on providing students with a fundamental understanding of nutritional biochemistry and technical expertise that can be directly applied in the laboratory or industry settings. Students will hone skills of oral and written communication of scientific information, which will help to prepare them for academic and research positions in universities, private research institutions, government agencies, private industries, and the public policy sector. The student is required to take CHEM 6890 (Responsible Conduct of Research in Chemistry; 2.0 credit hours) or SNHP 8010 (Leadership and Ethics in Healthcare) in the first semester of enrollment.

The 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 healthcare as a whole, to visualize the interrelationships of its components, and to recognize the influence of political, social, and economic milieu on the healthcare system.

The graduate program of study in the Department 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 non-thesis 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, project or coursework) 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

Ph.D. in Chemistry, concentration in Nutritional Sciences

A minimum of 80 hours are required for a doctoral degree. Semester hours are shown in parenthesis after each entry.

Biostatistics Courses(6)

- NURS 8120 Univariate Statistics (3)
- NUTR 8140 Multivariate Statistics (3)

Chemistry Specific Courses (17)

- CHEM 6600 Biochemistry I (5)
- CHEM 6610 Biochemistry II (3)
- CHEM 6630 Enzymology (3) or CHEM 6150 Introduction to Biophysical Chemistry (3)
- CHEM 8360 Protein Structure and Function (3)
- CHEM 8370 Nucleic Acid Structure and Function (3)

Nutrition Specific Courses (12)

- NUTR 6101 Nutrition Research Methods (3)
- NUTR 6104 Advanced Normal Nutrition (3)
- NUTR 7950 Advanced Topics in Nutrition or NUTR 7101 Nutrition Issues (3)
- NUTR 7280 Nutritional Genomics (3)

Elective Courses (6+)

Research Courses (39)
Chosen in Consultation with Doctoral Program Director

- CHEM 8800 Seminar (1 x 3)
- SNHP 8100 Grant Writing (3)*
- NUTR 8070 Doctoral Comprehensive Examination (3)
- NUTR 9998 Doctoral Research (1 x n)**

- NUTR 9999 Doctoral Research (3 x n)**
- NUTR 9990 Doctoral Dissertation (3)
  *Substitution of an equivalent course is permitted upon approval by the Department of Nutrition Curriculum Committee
  **Minimum 20 total hours

Master of Science, Health Sciences in Nutrition

A minimum of 36 hours are required for a Master's degree. Semester hours are shown in parenthesis after each entry.

Health Sciences Core (9)

- SNHP 6000 Research Methods for the Health and Human Science Professions (3)
- SNHP 8000 Trends Affecting Health Policies, Practices and Laws (3)
- SNHP 8010 Leadership and Ethics in Healthcare(3)

Specialization Curriculum (15)***

- NUTR 6101 Nutrition Research Methods (3)
- NUTR 6102 Nutrition Intervention (3)
- NUTR 6104 Advanced Normal Nutrition I (3)
- NUTR 7280 Nutritional Genomics (3)
- NUTR 7950 Advanced Topics in Nutrition(3) or NUTR 7101 Nutrition Issues(3) or SNHP 7800 Interprofessional Collaboration for Advanced Practice (3)

Electives (3-6)
Chosen in Consultation with Graduate Program Director

***Students without a Didactic Program in Dietetics verification statement must also take NUTR 6500 Macronutrients and NUTR 6700 Micronutrients

Capstone (6 minimum)

- *Thesis Option:* Students will take NUTR 7999 Thesis. 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 and must be registered for thesis in the semester of graduation.
- *Nonthesis Options: Project* – Students will take NUTR 7990 Master's Project. A minimum of two semesters at three credits each must be completed.
- *Coursework* – Students must take three courses at three credits each. Courses are defined in specialty areas which may include but are not limited to: geriatrics, pediatrics, public health and sports. Students who select the coursework option will be required to take one three credit elective course vs. two.
- *Comprehensive exam* – Students will take NUTR 7500 Comprehensive Examination for three credits in the semester of graduation. Students who select the comprehensive examination option will be required to take one additional three credit elective course.

The Coordinated Program (CP) includes a Master of Science in Health Sciences with a concentration in Nutrition degree and a supervised practice program. The CP has two program tracks. Track one: Students with a verification statement have completed the required didactic coursework and are eligible to begin the supervised practice component of the CP. Track two: Students without a verification statement must complete the required didactic coursework before beginning the supervised practice component of the CP.

Health Sciences Core (9)

- SNHP 6000 Research Methods for the Health and Human Science Professions (3)
- SNHP 8000 Trends Affecting Health Policies, Practices and Laws (3)
- SNHP 8010 Leadership and Ethics in Healthcare (3)

Specialization Curriculum (44)

- NUTR 6001Supervised Practice I (3)
- NUTR 6002 Supervised Practice II (3)
- NUTR 6003 Supervised Practice III (3)
- NUTR 6004 Supervised Practice IV (3)
- NUTR 6005 Supervised Practice V (3)
- NUTR 6006 Supervised Practice VI (3)
- NUTR 6011 Orientation to Practice I (1)
- NUTR 6012 Orientation to Practice II (1)
- 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 6300 Nutrition Counseling Skills(3)
- NUTR 7108 Nutrition Assessment(3)
- NUTR 7280 Nutritional Genomics (3)
- NUTR 7950 Advanced Topics in Nutrition (3) or NUTR 7101 Nutrition Issues (3) or SNHP 7800 Interprofessional Collaboration for Advanced Practice (3)+
  +Preferred for students in the Coordinated Program

Capstone Option (6 minimum)

- *Thesis Option:* Students will take NUTR 7999 Thesis. 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 and must be registered for thesis in the semester of graduation.
- *Nonthesis Options: Project* – Students will take NUTR 7990 Master's Project A minimum of two semesters at three credits each must be completed.
- *Coursework* – Students must take three courses at three credits each. Courses are defined in specialty areas which may include but are not limited to geriatrics, pediatrics, public health and sports.
- *Comprehensive examination* – Students will take NUTR 7500 Comprehensive Examination for three

credits in the semester of graduation. Students who select the comprehensive examination option will be required to take one additional three credit elective course.

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 6150 Food Science I (4)
- NUTR 6105 Nutrition, Culture and Life Cycle(3)
- NUTR 7200 Nutrition and Disease (3)
- NUTR 7250 Medical Nutrition Laboratory (1)
- NUTR 6500 Macronutrients (3)
- NUTR 6700 Micronutrients (3)
- HADM 3401 Food Production and Service Management(2)
- HADM 3402 Food Production Lab (1)

Electives – one to three courses at three-credits each depending upon track and capstone selection

Clinical Course Requirements

The Georgia State University Health Center requires an Immunization Record on file before students may register for courses. Additional health information, laboratory test and immunizations may be required by specific supervised practice rotations and/or facilities. It is the responsibility of the student to consult with the Coordinated Program Director or Coordinator in the Department of Nutrition prior to beginning a clinical assignment. Liability insurance must be purchased prior to beginning the program and again at the beginning of each academic year.

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 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 an appointment in the student's department and hold full or

provisional Graduate Faculty Status in the Byrdine F. Lewis 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 department.
5. No Committee may consist of fewer than three members; however, a student may elect to have more than three members.

Master's Project Capstone Option

The Project Advisor must hold an primary appointment in the student's department. A second committee member can be selected from the faculty at Georgia State University, from the faculty at another institution of higher education, or from a health-related agency.

5130 Occupational Therapy

Programs Offered:

- **Master of Occupational Therapy**

Department of Occupational Therapy
935C Urban Life Building
404-413-1446
occupationaltherapy.gsu.edu/

Kinsuk Maitra, Chair and Program Director
Faculty: Maitra, Podolksi

Program Description

The scientific study of humans as occupational beings is a central concept of Occupational Therapy Master program at Georgia State University. The faculty believe that the concept of occupational therapy is based on the fundamental premise that occupation is an integral part of life and a pre-requisite to participation (Kielhofner 2008, Christiansen and Townsend, 2010). The program is designed by keeping in mind the demand of the increasingly dynamic healthcare system that requires graduates to be flexible, autonomous, broadly educated generalists. The program also focuses to produce leaders who are able to use creative and critical thinking, as well as clinical reasoning with great effectiveness and efficiency. This is accomplished through enhanced understanding of the rich complexities of occupation. The intent of this understanding of occupation is to improve the effectiveness of using occupation as an assessment as well as intervention within the health and wellness system. This simply means that the students investigate the art and science of occupation: doing the everyday activities of life within their socio-cultural contexts; examining how life-styles influence health and wellbeing, and how participation in occupation can be used therapeutically. Our curriculum philosophy therefore strongly embodies the profession's Centennial Vision concepts of an evidence-based profession that is globally connected with a diverse workforce prepared to meet society's

occupational needs (AOTA, 2007).

Accreditation

The entry-level occupational therapy master's degree program has applied for accreditation and has been granted Candidacy status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org. The program must have a pre-accreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Mission

Our mission is to improve human lives through innovations in research, community engagement, and education in occupational therapy and rehabilitation in general. We will prepare highly competent and ethical entry level occupational therapist in the delivery of evidence based, culturally-competent, and compassionate care to improve health and independence of individual and community within a highly technological and globally diverse environment.

Vision

Our vision is to be locally and globally recognized and regarded as a preferred destination for exemplary occupational therapy research and scholarly activity, education, and community engagement.

Curriculum Design

The occupational therapy masters (OT/M) curriculum is sequenced for the study of occupational behavior across the life span, therapeutic interventions to support occupational participation, professional skills, values and behaviors, and models of research and evidence-based practice. Understanding the complexities of occupation and how occupation can be used in assessments and interventions are fundamental aspects of the curriculum. Scholastic inquiry of occupation is woven through the curriculum and is paramount to the understanding of the complexities of occupation. Another fundamental component of the curriculum is the structure of the learning experiences based on adult learning theories to enhance the students' development of the necessary skills for thinking, self-reflection and reasoning as a therapist.

The curriculum sequence includes six identifiable threads:

1. Foundational Knowledge – Reflects broad areas of study (i.e. social, behavioral, biological and physical sciences, education and contemporary society) which serve as foundations to the basic premises of occupational therapy.
2. Understanding the rich complexities of occupation (Individual, Family, Community, Society) –

Addresses the reciprocal influence of lifespan development on areas of occupation and the health & wellness/illness continua. Focus is given to understanding the interdependent relationship between one's ability or inability to engage in occupation, and participation in life.

3. Using Occupation as a basis of assessment and intervention: – Focuses on the influence of factors such as: performance skills, performance patterns, context, activity demands and client factors on occupational performance. At this stage previously constructed knowledge is organized and applied to occupational therapy assessment and interventions throughout the life span. Influence of technology on occupational assessment and intervention are also applied.
4. Investigating occupation by integrating science and therapy – Focuses on developing research and scholarship skills as well as clinical reasoning skills to practice as an evidence based therapist.
5. Applying knowledge to Practice – Applies problem solving skills to assorted clinical contexts for the application of knowledge and skills in diversified environments.
6. Advocacy, Leadership and Cultural Competency – Instills acceptance of self as a professional with recognition of concomitant responsibilities, duties and rewards. Integrates the end process of the development of a professional and beginning of professional development a culturally competent occupational therapist who can advocate for and lead the profession.

Certification and Licensure

Most states require licensure to practice; however, it is usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT Certification Examination or attain state licensure. Students should be aware that it is difficult (or impossible) to obtain a license if they have ever been convicted, plead guilty or nolo contendre to a felony violation.

Background Check and Drug Screening

All incoming students, as part of the admission process, must comply with the Lewis School of Nursing and Health Profession's and Georgia State's policy for health and immunization screening and background check. The health and immunization screening includes the following requirements:

- Immunization and /or titers of:
    - Varicella, Rubeola and Rubella, Mumps or MMR vaccine
    - Tetanus Toxoid booster; diphtheria; pertussis, or ADACEL vaccine
    - Hepatitis B Vaccine (3 doses)
    - PPD- 2 step-if 1st time taker
- Medical history and Physical
- CPR/BLS – for health care providers from AHA or American Red Cross
- Proof of major medical health insurance coverage
- 7 year employment verification
  Georgia State's School of Nursing and Health Sciences utilizes American Data Bank as the background clearinghouse, and for tracking student immunization records. The background check includes social security number search (residency history, state and year SSN issued), criminal search (7 years), sex offender search, federal criminal search, and healthcare exclusion list

Program Degree Requirements

Year One
Fall Semester (1st Semester)

- OT 6000 ANALYSIS AND ADAPTATION OF OCCUPATION(2)
- OT 6001 ANALYSIS AND ADAPTATION OF OCCUPATION LAB (1)
- OT 6010 SOCIAL AND CULTURAL DETERMINANTS OF HEALTH AND OCCUPATION ACROSS THE LIFESPAN(3)
- OT 6020 FUNCTIONAL MOVEMENT ACROSS THE LIFESPAN(3)
- OT 6021 FUNCTIONAL MOVEMENT ACROSS THE LIFESPAN LAB(1)
- OT 6030 EVIDENCE BASED PRACTICE AND CLINICAL RESEARCH I(2)
- OT 6040 FW 1A AND SKILLS FOR OCCUPATION BASED PRACTICE(3)
- OT 6050 NEUROSCIENCE: ASSESSING HUMAN PERFORMANCE

TOTAL Semester Hours 17

Spring Semester (2nd Semester)

- OT 6100 APPLIED CONCEPTS OF WELLNESS/ILLNESS-THEORETICAL FOUNDATION FOR THE SCOPE OF PRACTICE(3)
- OT 6110 OCCUPATIONAL ASSESSMENT AND INTERVENTION ACROSS LIFE SPAN(3)
- OT 6111 OCCUPATIONAL ASSESSMENT AND INTERVENTION ACROSS LIFE SPAN(1)
- OT 6120 ASSISTIVE TECHNOLOGY AND ENVIRONMENTAL ASSESSMENT AND INTERVENTION ACROSS LIFE SPAN(2)
- OT 6121 ASSISTIVE TECHNOLOGY AND ENVIRONMENTAL ASSESSMENT AND INTERVENTION ACROSS LIFE SPAN LAB(1)
- OT 6130 EVIDENCE BASED PRACTICE AND CLINICAL RESEARCH II(2)
- OT 7030 MASTERS PROJECT I(2)
- OT 6140 FW 1 B -1 AND SKILLS FOR OCCUPATION BASED PRACTICE SEMINAR II(2)<li.

TOTAL Semester Hours 16

3rd Semester A: (Summer May-Mester) 3 CREDITS

- OT 7000 ORTHOPEDIC ASSESSMENT AND INTERVENTION ACROSS THE LIFESPAN(2)
- OT 7001 ORTHOPEDIC ASSESSMENT AND INTERVENTION ACROSS THE LIFESPAN LAB (1)

3rd Semester B: (Summer) 11 CREDITS

- OT 7010 DISABILITY THEORY, MENTAL HEALTH AND GROUP PROCESS: ASSESSMENT AND INTERVENTION ACROSS THE LIFESPAN(3)
- OT 7011 DISABILITY THEORY, MENTAL HEALTH AND GROUP PROCESS: ASSESSMENT AND INTERVENTION ACROSS THE LIFESPAN LAB(1)

- OT 7020 COGNITIVE AND PERCEPTUAL ASSESSMENT AND INTERVENTIONS ACROSSLIFESPAN(3)
- OT 7021 COGNITIVE AND PERCEPTUAL ASSESSMENT AND INTERVENTIONS ACROSS LIFESPAN LAB(1)
- OT 7130 MASTERS PROJECT II(1)
- OT 7040 FW 1C AND SKILLS FOR OCCUPATIONAL BASED PRACTICE SEMINAR III(2)

TOTAL Summer Semester Hours 14

Fall Semester (4th Semester) 12 Credits + 6 Interprofessional credits from Spring Semester (5th Semester)

- OT 7110 NEUROLOGIC ASSESSMENT AND INTERVENTION ACROSS THE LIFE SPAN(3)
- OT 7111 NEUROLOGIC ASSESSMENT AND INTERVENTION ACROSS THE LIFE SPAN(1)
- OT 7120 COMMUNITY BASED PRACTICE ASSESSMENT AND INTERVENTION ACROSS THE LIFESPAN(2)
- OT 7121 COMMUNITY BASED PRACTICE ASSESSMENT AND INTERVENTION ACROSS THE LIFESPAN(1)
- OT 7230 MASTERS PROJECT III(3)
- OT 7140 FW 1D AND SKILLS FOR OCCUPATIONAL BASED PRACTICE SEMINAR IV(2)

TOTAL Fall Semester Hours 12 Credits +

Spring Semester (5th Semester)

- OT 7150 COMPETENCY TESTING AND CLINICAL REVIEW SEMINAR -(1)
- 1 CR (FIRST 2 Weeks)
- OT 7200 FW II A (12 WEEKS) – 5 CR(5)

TOTAL Spring Semester 6 Interprofessional Credits

TOTAL Fall (4th Semester) and Spring Semester (5th Semester) Hours 18 Credits

NOTE 12 Credits from Fall Semester + 6 Interprofessional credits from Spring Semester

Occupational Therapy Curricular Credits: 70

Compulsory Inter-Professional Credits = 6

Fall Semester (4th Semester)

- SNHP 7100 HEALTH CARE LEADERSHIP-ETHICS – 3 CR (INTER-PROFESSIONAL COMPULSORY ELECTIVE)(3)
- SNHP 7110 SERVICE DELIVERY / INTER-PROFESSIONAL COLLABORATION IN OT-

3 CR (INTER-PROFESSIONAL) COMPULSORY ELECTIVE)(3)

Total Compulsory Interprofessional Credits: 6

Optional Elective Credits = 3: any 3 credits worth of coursework from the Lewis School or the University with permissions form a research or academic advisor Optional Elective Credits: 3

Total Credits: 76-79

5140 Physical Therapy

Programs Offered:

- **Doctor of Physical Therapy**

Department of Physical Therapy
1228 Urban Life Building
404-413-1225
physicaltherapy.gsu.edu/

Andrew Butler, Associate Dean of Research and DPT Interim Chair
Faculty: Butler, Chen, Farrell, Garcia, Gore, Huggins, Irwin, Lorio, Morelli, Thompson, Tsai, 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 Department 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 policymakers.
    - Influence legislative and political processes

Clinical Course Requirements

Upon acceptance in to the program students must complete the School of Nursing and Health Professions Health Form and provide evidence of current tuberculosis status, immunization for hepatitis B, current ACLS certification (advanced cardiovascular life support), 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 ACCE/DCE prior to beginning a clinical assignment. Liability insurance must be purchased before the clinical course begins.

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

To graduate from the Department of Physical Therapy (D.P.T.) program, the student must:

- Have a 3.0 Cumulative GPA.
- Must successfully complete (S) all courses graded by S/U.
- Have no grades lower than C (2.0)
- Successfully complete yearly comprehensive exams

Calculation of Cumulative GPA will be as follows:

- Only courses numbered 6000 and above taken at Georgia State University in the D.P.T. curriculum are used to compute a student's Cumulative GPA.
- Courses graded with Satisfactory/Unsatisfactory (S/U) will not be used in computing GPA.
- All original grades for courses attempted in the D.P.T. program will be used in computing the Cumulative GPA for purposes of determining academic standing.
- To continue the following semester, all prior courses in the D.P.T. curriculum must be successfully completed (C or better or "S" for clinical courses).
- 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.
- No course in which a grade of B (3.0) or greater has been earned may be repeated for credit.

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 Department 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 Department 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 D.P.T. 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 healthcare 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 second, fourth, seventh, eighth and ninth semesters. The first internship is one week in length, and the second through fifth internships are 8-10 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 are advised to budget 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

- Prof Practice I (2)
- Lifespan I (2)
- Pathophysiology (3)
- Medical Terminology (3)
- Gross Anatomy (2)
- Gross Anatomy Lab (2)
- Functional Anatomy I (4)
- Clinical I (2)
- Med Surg (3)
- Movement Science I (3)
- Research I (3)
- Gross Anatomy II (2)
- Gross Anatomy II Lab (1)
- Functional Anatomy II (2)
- Exercise Physiology (2)
- Neuroanatomy I (3)

- Neuroanatomy I Lab (1)
- Interventions I (3)
- Research Hours or Meta-Analyais (2)
- EBP I (2)
- Medical Screening (2)
- Interventions II (2)
- Diagnostic Imaging for PT (1)
- Clinical II (8 wks) (6)

Second Year

- Cardiopulm (4)
- Movement Science II (2)
- Musculoskeletal I (3)
- Musculoskeletal II (3)
- Neuro II (3)
- Neuro III (2)
- Research Hours (2)
- Interventions III (3)
- Int. IIIB Modalities (1)
- Musculoskeletal III (3)
- Neuro IV (3)
- Neuro V (2)
- Lifespan II: Peds (3)
- Lifespan III: Peds Lab (1)
- Research Hours (2)
- Professional Practice II (2)
- Musculoskeletal IV (2)
- EBP II (1)
- Prosthetics and Orthotic (2)
- Clinical III (8 wks) (6)

Third Year

- Clinical IV (10 wks) (7)
- Lifespan IV: Geriatrics (2)
- Musculoskeletal V (3)
- Prof Practice III (2)
- EBP III (1)
- Research Hours (2)
- Clinical V (10 wks) (7)
- Elective (2)
- Comprehensive Review (2)
- Interventions IV (3)
- Service Learning (2)
- Health promotion (2)

Total = 143 semester hours

5150 Respiratory Therapy

Programs Offered:

- **Integrated M.S. Health Science, Respiratory Therapy**
- **Online M.S. Health Science, Respiratory Therapy**
- **Traditional M.S. Health Science, Respiratory Therapy**

Department of Respiratory Therapy
1228 Urban Life Building
404-413-1225
respiratorytherapy.gsu.edu
Douglas S. Gardenhire,Chairman

Faculty: Ari, Gardenhire, D, Gardenhire, R, Goodfellow,Murray,Pettignano, Shan, Zimmerman, Zavorsky

The Department of Respiratory Therapy offers a Master of Science major in Health Sciences with a specialization in 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 healthcare as a whole, to visualize the interrelationships of its components, and to recognize the influence of political, social, and economic milieu on the healthcare system.

There are a number of options in graduate study for Respiratory Therapy. One option is the Online or 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 Department 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, non-thesis or advanced practice capstone option. The Advanced Practice option is available for students who want more of a clinical master's degree and allows the student to obtain two advanced credentials prior to graduation. An initial program of study is planned by the student in consultation with the Department Chairman by the end of the first year or before 12 semester hours of coursework has been completed.

The Department of Respiratory Therapy also offers an **Integrated Program** (IP) for students who possess 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 prerequisites.

Application to this specialization option requires a completed application to the M.S. in Health Sciences and a supplemental application. This application must be received by the School of Nursing and Health Professions Office of Academic Assistance for review by January 15 for summer admission, May 15 for fall semester admission and September 15 for spring semester admission.

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 non-thesis) 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, Online)

A minimum of 36 hours are required for the traditional Master's degree. Semester hours are shown in parenthesis after each entry.

Traditional Master's Degree Program

The program of study for a Traditional Master's of Science in Health Science with a concentration in Respiratory Therapy consists of a minimum of 36 semester hours. At this time the hours are:

- Health Science Core (12 hours)
- Specialization Curriculum (Respiratory Therapy) (18 hours)
- Thesis/Project (6 hours)

Health Science Core Curriculum (12)

The following SNHP courses are required of all students in the Master's Program

Required Courses (12)

- SNHP 6000 Research Methods** (3)
- SNHP 6010 Graduate Medical Terminology** (3)
- SNHP 8010 Leadership and Ethics in Health Care**(3)
- SNHP 8000 Trends Affecting Health Policies, Practices and Laws (3) OR SNHP 7800 Interprofessional Collaborative for Advanced Practice (3) OR SNHP 6900 EKG Interpretation (3)

Specialization (Respiratory Therapy) Curriculum (18)

The following courses are required of all students in the Master's Program

Required Courses (18)

- RT 7030 Advanced Topics in Ventilatory Support(3)
- RT 7090 Research Seminar in Respiratory Care* (3)
- RT 7050 Research Statistics II (3)
- RT 7010 Teaching Practicum (3)
- RT 7040 Ventilation Waveforms (3)
- RT 7095 Special Problems in Respiratory Care (3)
- RT 7950 Directed Readings (3)

Thesis/Non-thesis

Students will take a minimum of 2 semesters at 3 hours each in either the thesis option RT 7999 or a non-thesis RT 7995.

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.

Non-thesis Option (Project): Respiratory Therapy students will take six hours of RT 7995 Directed Study. A minimum of two semesters at three hours each must be completed. These courses must be taken consecutively. Students must be enrolled in non-thesis credit each semester they continue to work on completion of the requirements for non-thesis.

RT 7995 Directed Study (non-thesis or project) (3) or(6)
RT 7999 Thesis (3)-(6)

*RT 7090 Seminar in Respiratory Care should be taken prior to taking RT 7995 or RT 7999.
**Required Health Science Core

Course substitutions may be authorized by the Department Chair in sections I and II only. All authorizations must be in writing by the Department Chair before a student registers for the course.

Advanced Practice Option
Advanced Practice Master's Degree Program

The program of study for a Traditional or Online Master's of Science in Health Science with a concentration in Respiratory Therapy consists of a minimum of 36 semester hours. At this time the hours are:

- Health Science Core (12 hours)
- Specialization Curriculum (Respiratory Therapy) (18 hours)
- Thesis/Project (6 hours)

Health Science Core Curriculum (12)

Choose 4 courses from the following

Required Courses (12)

- SNHP 6000 Research Methods** (3)
- SNHP 6010 Graduate Medical Terminology** (3)
- SNHP 8010 Leadership and Ethics in Health Care** (3)
- SNHP 8000 Trends Affecting Health Policies, Practices and Laws OR (3)
- SNHP 7800 Interprofessional Collaborative for Advanced Practice OR (3)
- SNHP 6900 EKG Interpretation (3)

Specialization (Respiratory Therapy) Curriculum (18)

Choose 6 courses from the following Required Courses (18)

- RT 7030 Advanced Topics in Ventilatory Support (3)
- RT 7090 Research Seminar in Respiratory Care* (3)
- RT 7010 Teaching Practicum (3)
- RT 7040 Ventilation Waveforms (3)
- RT 7095 Special Problems in Respiratory Care (3)
- RT 7950 Directed Readings (3)

Advanced Practice (6)

Respiratory Therapy students will register for six hours of RT 7995 Directed Study. Two-3 hour courses must be completed. These courses do not have to be taken consecutively.

Students must be enrolled in RT 7995 each semester as they continue to work on completion of the requirements for advanced practice.

- RT 7995 Directed Study (non-thesis) (3)
- RT 7995 Directed Study (non-thesis) (3)

*RT 7090 Seminar in Respiratory Care should be taken prior to taking RT 7995 or RT 7999.
**Required Health Science Core

Course substitutions may be authorized by the Department Chair in sections I and II only. All authorizations must be in writing by the Department Chair before a student registers for the course.

Requirements

For the two-3 hour RT 7995 courses the student will need to successfully pass 2 credentialing exams. The exam will be taken in the semester RT 7995 is registered or 2 exams can be taken in 1 semester and credit will be given in the next semester that RT 7995 is registered upon submitting proof of passing success. A copy of the exam certificate will be required by the end of the semester the exam is completed in order to receive a grade in RT 7995. The exam options include:

- Neonatal-Perinatal Specialist
- Advanced Critical Care Specialist
- Certified Pulmonary Function Technologist
- Registered Pulmonary Function Technologist
- Certified Sleep Disorder Specialist
- Registered Sleep Disorder Specialist
- Certified Tobacco Treatment Specialist
- Certified Asthma Educator

The student must successfully pass the credentialing exam in the same semester that RT 7995 is registered. If the student fails the exam, it can be repeated in the same semester. If the student does not pass the exam in the same semester that RT 7995 is registered then the student must re-register for RT 7995 in the next semester. This will continue until the exam is passed.

To receive credit for the courses you will need to:

1. Register for RT 7995.
2. Register for one of the exams in the same semester you register for RT 7995.
3. Sit for the exam in the same semester.
4. Show your passing score from the grading sheet that you receive after completing the exam.
5. Provide to the department a copy of the official certificate.
6. You will receive your grade for RT 7995 at the end of the semester when grades are due.

If you sit for two exams in the same semester you will need to register for the second RT 7995 in the next semester. You will receive credit for the second exam that you passed in that next semester for RT 7995. You must continue to register for RT 7995 until 2 exams have been successfully completed.

If a student is already credentialed with one of the exams listed that student can receive credit for RT 7995 for each credential. For example if a student has the RRT-NPS credential the following will need to be completed:

1. Register for RT 7995 and pay for the course
2. Provide to the department a copy of the official examination certificate.
3. You will receive your grade for RT 7995 at the end of the semester when grades are submitted.

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 (12)

- SNHP 6000 Research Methods for the Health and Human Science Professions (3)
- SNHP 6010 Graduate Medical Terminology (3)
- SNHP 7800 Interprofessional Collaborative for Advanced Practice (3)OR
  SNHP 6900 EKG Interpretation (3)

- SNHP 8000 Trends Affecting Health Policies, Practices and Laws (3)
- SNHP 8010 Ethics and Leadership in Health Care (3)

Specialization Curriculum (58)

- 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 Care 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)
- 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 (2)
- RT 7085 Professional 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)
- RT 7096 End of Life Issues (1)

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)

Thesis/Non-thesis Option (6)

- Thesis Option RT 7999: 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.
- Non-thesis Option RT 7995 : Respiratory Therapy students will take six hours of RT 7995, Directed Studies in Respiratory Therapy. These courses must be taken in consecutive semesters.
  * RT 7090 Seminar in Respiratory Care should be taken prior to taking RT 7995 or RT 7999.

**Required Health Science Core

Online Option
The Masters of Science in Health Sciences with a specialization in Respiratory Care Online Option consists of a minimum of 36 semester hours. All courses will be taught synchronously online. Because this option is taught completely online, F1/J1 visa sponsorship is not available. Please see the Traditional Option if you require F1/J1 visa sponsorship. At this time the hours are:

- Health Science Core (12 hours)
- Specialization Curriculum (Respiratory Therapy) (18 hours)
- Thesis/Project/Advanced Practice (6 hours)

Health Science Core Curriculum (12)

The following SNHP courses are required of all students in the Master's Program

Required Courses (12)

- SNHP 6000 Research Methods (3)
- SNHP 6010 Graduate Medical Terminology (3)
- SNHP 6900 EKG Interpretation (3)
- SNHP 8010 Leadership and Ethics in Health Care (3)

Specialization (Respiratory Therapy) Curriculum (18)

The following courses are required of all students in the Master's Program

Required Courses (18)

- RT 7010 Teaching Practicum (3)
- RT 7030 Advanced Topics in Ventilatory Support (3)
- RT 7040 Ventilation Waveforms (3)
- RT 7090 Research Seminar in Respiratory Care* (3)
- RT 7095 Special Problems in Respiratory Care (3)
- RT 7950 Directed Readings (3)

Thesis/Non-Thesis/Advance Practice (6)
Students will take a minimum of 2 semesters at 3 hours each in one of the following options:

- 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.
- Non-thesis Option (Project): Respiratory Therapy students will take six hours of RT 7995, Directed Study. A minimum of two semesters at three hours each must be completed. These courses must be taken consecutively. Students must be enrolled in non-thesis credit each semester they continue to work on completion of the requirements for non-thesis.

- Advanced Practice: Respiratory Therapy students will register for six hours of RT 7995 Directed Study. Two-3 hour courses must be completed. These courses do not have to be taken consecutively. Students must be enrolled in RT 7995 each semester as they continue to work on completion of the requirements for advanced practice.
- RT 7995 Directed Study (non-thesis project/ advanced practice option) (3) or (6) RT 7999 Thesis (3) or(6)
  *RT 7090 Research Seminar in Respiratory Care should be taken prior to taking RT 7995 or RT 7999.

Course substitutions may be authorized by the Department Chairman in sections I and II only.

All authorizations must be in writing by the Department Chairman before a student registers for the course.

Advanced Practice Credentials

- Neonatal-Perinatal Specialist
- Advanced Critical Care Specialist
- Certified Pulmonary Function Technologist
- Registered Pulmonary Function Technologist
- Certified Sleep Disorder Specialist
- Registered Sleep Disorder Specialist
- Certified Tobacco Treatment Specialist
- Certified Asthma Educator

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 online, traditional and integrated 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 department 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 department.
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**: Suite 150, 85 Park Place NE, 404-413-9200
- **General Information**: Front Desk, 85 Park Place NE, 404-413-9000
- **Law Library**: Fifth and Sixth Floors, 85 Park Place, NE, 404-413-9100
- **Career Services**: Suite 150, 85 Park Place NE , 404-413-9070
- **Office of the Dean**: Suite 402, 85 Park Place NE, 404-413-9035

Administration

Dean

Steven J. Kaminshine, dean and professor of law

Associate Deans

- Jessica Gabel Cino, associate dean for academic affairs and associate professor of law
- Wendy Hensel, associate dean for research and faculty development and professor of law
- Kris Niedringhaus, associate dean for library and information services and associate professor of law
- Kelly Timmons, associate dean for student affairs and associate professor of law

Assistant Deans

- Ely Abbott, assistant dean for development
- Dawn Gamadanis, assistant dean for finance and administration

Directors

- Vickie Brown, director of career services
- Wendy Reiser Cromwell, director of communications
- Cheryl Jester-George, senior director of admissions
- Terrance Manion, director of technology
- Ken Walsh, director of administrative services

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 College of Law's Academic Calendar, visit insidelaw.gsu.edu/academic-calendar/.

Admission and Program Requirements

Admissions policies, program policies and requirements, and financial aid resources for the College of Law are maintained at law.gsu.edu/admissions/. Visit the site for further information on the College of Law, or review the College of Law Bulletin at law.gsu.edu/experiential-learning/academics/bulletin-policies/.

The At a Glance page can be found at: law.gsu.edu/home/about/at-a-glance/.

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

Rich Phillips, Dean
Nate Bennett, Assistant Dean for Program Innovation
Sanjay Srivastava, Associate Dean for Strategy and Special Projects
Todd Maurer, Associate Dean for Sponsored Research
David Forquer, Assistant Dean for Executive Programs
Anne Dries, Assistant Dean for Administration and Finance
Brett Matherne, Assistant Dean for Professional and Flexible MBA Programs and Clinical Associations
Tracy Widman, Assistant Dean for Assessment, Accreditation and Faculty Data Management
Jacobus Boers, Assistant Dean for International Engagement
Bill Bogner, Assistant Dean for Undergraduate Programs

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 initiatives and innovation, on behalf of the dean and the faculty, to consider changes 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 Decision Sciences, 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 the Economic Analysis of Risk
- Center for Ethics and Corporate Responsibility
- Center for Excellence in Brand and Customer Management
- Center for Health Information Technology
- 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 Risk Management and Insurance Research
- Economic Forecasting Center
- Entrepreneurship and Innovation
- Herman J. Russell, Sr. International Center for Entrepreneurship
- Institute for Insight
- 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	5th	7200
Human Resource Management	10th	7170
Computer Information Systems	9th	7360
Finance	12th	7310
Health Administration	8th	7630
Hospitality Administration	2nd	7615
International Business	14th	7275

Managerial Sciences (Includes Business Analysis, Strategic Management, Operations Management, Organization Behavior and Entrepreneurship)	1oth	7525
Marketing	13th	7650
Real Estate	14th	7720
Risk Management and Insurance (Includes Actuarial Science and Personal Financial Planning)	11th	7500

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, Belgium, Brazil, China, Cuba, Dubai, France, Hungary/Czech Republic, Italy, South Africa, Turkey, Morocco, Spain and Switzerland. 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 visiting their website at www.akpsigu.com.

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 Georgia State University 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 visiting their website at www.deltasigmapi.org.

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 finance.robinson.gsu.edu/student-resources/gsu-finance-society/.

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 rmi.robinson.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.

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 Recruiting and Student Services 404-413-7167.

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 www2.gsu.edu/~wwwstm/.

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 the Robinson College of Business at 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 the Robinson College of Business at 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 rmi.robinson.gsu.edu/.

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

6th floor, Robinson College of Business Building
35 Broad Street
404-413-7167

Nicole Westphal, Assistant Director of Recruiting
Elizabeth Morrison, Assistant Director of Integrated Student Services MBA Cluster
Charlene Adams Watkins, Assistant Director of Integrated Student Services Global Cluster
Winifred Akande, Associate Director of Integrated Student Services Financial Cluster
Gillian Barlow, Assistant Director of Integrated Student Services Financial Cluster
Virginia "Ginger" Baxter, Associate Director of Integrated Student Services Modeling Cluster
Kumar Swaminathan, Assistant Director of Integrated Student Services Modeling Cluster
Tiffany Ashby, Associate Director of Integrated Student Services Managerial Cluster
Naomi Leader, Associate Director of Shared Services
Shantina Knox, Assistant Director of Admissions
Ian Schonberg, Assistant Director of Advising
Tracy Kuepper, Assistant Director of Student Services

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. The Graduate Student Services office helps graduate students become knowledgeable about academic programs, pertinent regulations, and student services available through the college and university.

Services

This office provides admission counseling to prospective applicants and assistance in selecting a degree program that meets their academic and professional goals. This department 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.

7025 Robinson Career Advancement Center

Robinson Career Advancement Center
Tower Place 200, Suite 249 | 3348 Peachtree Road N.E.
Atlanta, GA 30326
404-413-7166
robinson.gsu.edu/cac/

The Robinson Career Advancement Center (CAC) is dedicated to helping you maximize your investment

by facilitating your professional and career development. Whether your goal is to move into the job market for the first time, advance within your current organization, move from one industry to another, or change careers completely, we have the resources to help you get there.

Your career coach will help you manage your career during your Robinson experience and beyond. Our staff has a wealth of experience in career services, talent acquisition, career mobility, executive search, and human capital. We are dedicated to helping you maximize your career progression. The CAC also provides employers with a central gateway for recruiting our current students and alumni.

We strongly recommend you make time to meet your Career Coach and become familiar with the CAC early in your program. Students who regularly utilize our resources are significantly more successful in the job and internship search process. In addition, students who make the most of their Robinson experience also join student organizations, get to know faculty members individually, attend guest speaking events, and build their networks – and we encourage you to do the same.

Kenneth Lee, Sr. Career Coach Executive & MBA Cluster
404-413-7109, klee89@gsu.edu
Flex MBA Marketing, Flex MBA Business Economics, Flex MBA Information Systems, Flex MBA General Business, Flex Undecided, Flex MBA/JD, Flex Real Estate, Flex Entrepreneurship, Executive MBA, Global Partners MBA, EDB

Kumar Swaminathan, Career Coach Modeling Cluster
404-413-7147, kswaminathan@gsu.edu
Master of Science in Information Systems, Master of Science in Information Systems, Audit & Control

Jeannine Brown, Sr. Career Coach MBA Cluster
404-413-7153, Jbrown129@gsu.edu
PMBA, Flex MBA: Accounting, Actuarial Science, Business Analysis, Finance. Flex MBA Operations Management, Flex MBA Organizational Management, Flex MBA Risk Management & Insurance. Master of International Business, Master of Science in Health Administration, MBA/Master of Health Administration

Kristine Adams, Career Coach Finance Cluster
404-413-7133, Kadams47@gsu.edu
Master of Professional Accountancy, Master of Taxation, Master of Science in Finance, Master of Science in Real Estate

Virginia (Ginger) Baxter, Associate Director of Integrated Student Services & Career Coach Modeling Cluster
404-413-7136, vbaxter1@gsu.edu
Master of Actuarial Science, Master of Science in Analytics, Master of Science in Business Economics, Master of Science in Mathematical Risk Management

Tiffany Ashby, Associate Director of Integrated Student Services & Career Coach Managerial Cluster
404-413-7158, tashby@gsu.edu
Master of Global Hospitality Management, Master of Science in Marketing, Master of Science in

Managerial Science

Jason Aldrich, Ed.D, Assistant Dean – Strategic Partnerships and Career Advancement
404-413-7156, jaldrich@gsu.edu
Responsible for the leadership of the CAC and development of college wide strategic partnerships

Marilyn Santiago, Director, Graduate Career Advancement Center
404-413-7165, msantiago@gsu.edu
MBA/MS Recruitment Liaison; Employer Relations; Executive Career Coaching; Partnership Programs; Graduate Career Fairs; Graduate Career Coaching; and Graduate CAC Cross-Cluster Events/Programs

Brent Winner, Assistant Director, Employer Relations
404-413-7157, bwinner@gsu.edu
Accounting and finance major's employer relations recruiting lead. Undergraduate and Graduate recruiting liaison

Sherrie Goodman, Career & Employer Relations Specialist, Graduate
404-413-7166, sgoodman6@gsu.edu
MBA/MS graduate recruitment events. Graduate Career Fair; Interview Days/Schedules; Information Sessions; Resume Books; Robinson Career Connection (RCC) Employment Postings and Panthership

Services
The following services are available to graduates in the Robinson College of Business:

- Individual career advising and assessment
- Resume and cover letter critiques
- Behavioral Interviewing
- Mock interviews
- Job and internship postings
- Campus interviews
- Workshops pertaining to all aspects of the job search process
- RCC – Robinson Career Connection – Our online career advancement system provides Robinson students with access to hundreds of internship, part time and full, time job opportunities.
- We also offer a wealth of online resources. Contact your Career Coach for information and access codes. Annual career fairs and networking events are sponsored to give students exposure to employers.

These events offer an excellent opportunity to make personal contact and gather information concerning specific companies, internship programs, staffing needs, and industry trends.

Programs

- Graduate Career Fairs
- Campus Recruiting Activities
- Executive Career Coaching (ECC)
- Panthership – Shadow for a Day
- Career Exploration Breakfast

- Women in Leadership Luncheon
- Panthers in the Valley
- Panthers on Wall Street
- Career Workshops
- Speaker Series

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. Deferrals must be requested within 3 weeks of the beginning of the original application semester to be considered.

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 additional credentials and information as requested by the Master's Admissions Committee may be required. Accepted but not enrolled application files are retained for a maximum of three years.

If an applicant does not complete the application process for the semester in which admission is sought, a deferral request must be submitted for consideration for subsequent semesters. Incomplete application files are retained for a maximum of one year.

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 Non-degree Status

Admission to flexible master's programs in the Robinson College of Business is possible for any term (fall, spring or summer). Admission to the cohort master's programs in the Robinson College of Business varies

each term; please refer to the program's website for term(s) of admission.
Listed below are the deadlines for submitting applications and all supporting materials. The deadlines are for two categories of applicants:

- All new applicants to submit applications for admission and all related materials including test scores
- 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.

U.S. and International Deadlines

Fall 2017	Priority Scholarship Deadline 1	Priority Scholarship Deadline 2	Priority Scholarship Deadline 3	Late Deadline
Deadline	December 1	February 1	April 1	June 15
Decision Date	February 1	March 15	June 1	July 15
Deposit Date	March 1	April 15	July 1	August 1

7030.15 Application Procedures

Refer to the Executive M.B.A. Program and the Professional MBA 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 complete and submit the admissions application.

- Applications can be submitted electronically. This is the preferred and quickest method. Please access the online application at https://app.applyyourself.com/AYApplicantLogin/fl_ApplicantConnectLogin.asp?id=robinson
- The application packet can be downloaded as pdf files and printed. Please allow additional time for processing with this method. Please access the paper application materials online at http://robinson.gsu.edu/students/resources/graduate-students/common-requests-forms/print-application/
- 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 Non-degree 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/programs/graduate-admissions/

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 part of the application process for all programs.. 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 for most programs. 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.

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.

Unofficial transcripts may be submitted at the time of application. Please find the guidelines for submitting unofficial transcripts online at robinson.gsu.edu/programs/graduate/unofficial-transcripts/.

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. For admission tests information for Ph.D. Programs, please see section 7360.

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.

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. However, an unofficial score report provided by GMAT is acceptable for admissions reviewing purposes. Should the candidate be accepted to the program, they will be required to submit official scores after acceptance.

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

The GMAT is administered worldwide by Pearson VUE instead of Educational Testing Service (ETS). 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. However, an unofficial score report provided by GMAT is acceptable for admissions reviewing purposes. Should the candidate be accepted to the program, they will be required to submit official scores after acceptance

7030.65 Interviews

All applicants to the graduate programs at Robinson College of Business are required to interview prior to acceptance. The interview may be part of the online application or a candidate may be invited by a member of the admissions committee to interview prior to acceptance. Some programs may require a second round of interviews.. 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 http://health.gsu.edu/files/2013/03/2012_6_21_immunizationFormandInformation.pdf. Questions about the requirement may be directed to Georgia State 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 and the Professional MBA later in this chapter for information about admission criteria for those programs.)

The Master's Admissions Committee, comprised of faculty representatives and admissions staff, 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. Admitted students 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 http://health.gsu.edu/files/2013/03/2012_6_21_immunizationFormandInformation.pdf. Also, the college reserves the right to investigate the health, character, and personality of each applicant.

The Robinson College uses a rounds admissions process. Thereby, all application materials must be submitted by the deadline date. Each deadline will have a corresponding date by which applicants will at the latest receive their admissions decision. 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.

Graduate Admissions – General

Georgia State University welcomes applications from all qualified individuals regardless of race, color, sex, religion, creed, age, sexual orientation, gender, disability, veteran status or national origin. Admission is based on a number of factors including, but not limited to, an applicant's academic record, test scores, experience, circumstances, good conduct and character. Admission is a competitive, selective process and meeting minimum requirements does not guarantee acceptance.

Absent extenuating circumstances, good disciplinary standing at previously attended colleges and universities is a condition of admission for all applicants. For purposes of admission, good disciplinary standing means that the applicant has no pending disciplinary charges, outstanding disciplinary sanctions or disciplinary issues that would prevent the applicant from re-enrolling at previously attended postsecondary institutions.

Applicants with a criminal and/or disciplinary history who are determined to be otherwise admissible for a respective term based on their academic record and other credentials are required to complete an admissions background review process before an admission decision is made by the university. Instructions for completing that review process are communicated to the applicant after the university has determined that the applicant is otherwise admissible for that term.

Omissions or misrepresentations on an application for admission are grounds for automatically invalidating consideration by, acceptance to and continuation at Georgia State. Applicants have a duty to update their application with Georgia State when information changes after application submission.

Graduate Admissions Appeals

The Chair of the academic department of the graduate program and the Associate Provost for Graduate Programs are the President's designees for purposes of hearing Graduate Admissions Appeals.

Applicants for graduate admission who are denied for reasons related to disciplinary/criminal history or falsification of application may appeal the denial to the Associate Provost for Graduate Programs within twenty (20) calendar days of the date of the denial letter. The decision of the Associate Provost for Graduate Programs is final.

Applicants for graduate program admissions who are denied admission due to academic ineligibility may appeal the denial to the department chair within twenty (20) calendar days of the date of the denial letter. The decision of the department chair is final.

Notice to Applicant of Background Review Requirement

The University requires applicants who have a criminal or disciplinary history to complete a background review. Please contact the Background Review Records Coordinator at 404-413-1515 for information regarding completion of the review process as soon as possible to ensure timely processing of your application.* The Background Review Records Coordinator will let you know what supplemental documentation you will need to provide to complete the process. You may be required to provide documentation such as:

1. a personal statement explaining the circumstances surrounding criminal or school disciplinary violations, and the current status of any charges and sanctions;
2. copies of criminal or school disciplinary records; and
3. a background check (if you have a criminal history);

All materials submitted as part of an application for admission become and remain the property of the university and will not be returned to the applicant, duplicated, or transferred to another institution.

Please note that a final admission decision cannot be made until you complete all requirements of the background disciplinary review process. *Applications may be withdrawn from review if the background review process is not initiated within two weeks.

7050 Master's Level Non-degree and Postgraduate Status

The master's level non-degree 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 Non-degree Status

Non-degree 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 non-degree students will complete the Business Communication Skills Requirement explained in this chapter. The regulations, policies, and procedures given in this chapter also apply to non-degree 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

Non-degree 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 non-degree 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 non-degree or postgraduate status, however, may be subsequently applied toward a graduate degree or certificate of this college. (See below.)

Non-degree 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 non-degree 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 non-degree 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 non-degree or postgraduate students who wish to change to degree/certificate status must file a new admissions application and application fee for the program desired.

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 non-degree 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 non-degree 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 submit a new online admissions application, application fee, and 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 online admissions application
2. A $50 application fee. This fee is nonrefundable.
3. A "Certification of Good Standing" completed by the home institution. This form is available from Graduate Recruiting and Student Services. 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 Re-entry 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 the Office of Graduate Recruiting and Student Services 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.

Re-entry 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 re-entry are cautioned that approval may not be granted by GRSS 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.

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.

Specific amounts are available from International Student and Scholar Services, isss.gsu.edu.

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 non-degree 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 a Graduate Recruitment Coordinator in the college's Office of Graduate Recruiting and 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 Recruiting and 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 Recruiting and Student Services so his or her records may be updated to a future semester and reevaluated

according to admission criteria in effect for the future semester. Deadlines for notification to change to each semester are shown below:

Change Semester of Entry to	**Deadline Date**
Spring (January)	September 1
Summer (June)	February 1
Fall (August)	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 M.S. 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 concentrations within the M.B.A. program may begin the process by notifying the Office of Graduate Recruiting and Student Services in writing, no later than the first week of their graduation term, and consulting the graduate catalog to determine requirements for the new 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.S.I.S.A.C, M.S. to M.S.I.S.A.C, M.S.-MGS. to M.S.-H.R.M., non-degree 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 Re-enter

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 "Re-entry Students" in the Registration and Re-entry 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 re-entry.

Absences of one calendar year or longer: All students who wish to reenter one of the master's-level programs or non-degree 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 re-entry 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 re-apply 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 re-entry.

7080.16 Re-entry Procedures

Re-entry applications must be submitted by the deadlines as shown for each term in Section 1100, "Re-entry" earlier in this catalog. Re-entry applications are available online from the Office of Graduate Recruiting and Student Services website.

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 re-enter any undergraduate or graduate program/status in which they were enrolled. Exception: Students who have graduated and wish to re-enter 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 under a new RCB degree or major or 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 re-entry form. Graduate Student Services will evaluate the request to change degrees or majors in accordance with the relevant regulations of the college.

Re-entry approval is valid for the semester applied for. Students approved for re-entry 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, non-degree, 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 Recruiting and 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 Concentrations and Multiple Master's Degrees

An M.B.A. student who wishes to qualify for an additional concentration may do so successfully by completing 12 semester hours of appropriate coursework (See "Regulations for the M.B.A. Degree" for the list of M.B.A. concentrations and their requirements.) For double concentrations within the M.B.A. program, electives can be counted toward both concentrations to the extent they are acceptable in both. [NOTE: The Graduate Program Council may establish minimum hours requirements for students earning multiple degrees.].

The earning of the second concentration will be confirmed by letter from the Office of Graduate Recruiting and 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 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, 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 Recruiting and 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 Recruiting and 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 Recruiting and 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 Georgia State, 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 Recruiting and Student Services. The interpretation of the college's GPA requirement for graduation as it applies to unusual situations is the responsibility of the dean of the college as represented by the Office of Graduate Recruiting and 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 for the certificate program in enterprise risk management is 18 semester hours of graduate course work.

In the Master of Business Administration program, at least one half the concentration, as appropriate, must be completed in residence to be designated as having completed the concentration in a specific field; otherwise the general business 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. Exceptions to the minimum grade requirement will be reviewed on a case by case basis for students participating under terms of international dual degree agreements.
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 Recruiting and 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 Recruiting and 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 Recruiting and 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 the Graduation Office.

7080.42 Information Technology Access and Skill Requirements

Access Requirements: Because information technology is an integral part of business decision making, courses in the Robinson College of Business frequently incorporate assignments that require computing skills. Consistent with university policy (available at http://technology.gsu.edu/about/technology-policies/), 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 unenrolled 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 website; 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 Flexible Master's students are required to attend the mandatory Master's Orientation in their first semester of enrollment. The specific dates for the Master's Orientation can be found here: Master's Orientation information. The objectives of the orientation are:

- 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.
- To introduce Robinson master's students to the available resources provided by the college and how to use those resources effectively.

7090.20 Regulations for the Degree

The Master of Business Administration degree is awarded upon completion of a prescribed program ranging from 39 to 54 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. Expectations are described in section 7080.42.
- **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 Course Requirements

The course requirements for the M.B.A. program and the sequence of courses follow. Note that 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.

Cornerstone Core Courses (10.5-16.5 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.

- 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)
- MBA 8040 Data Driven Decision Making (3)
- MBA 8045 Analytics Experience (1.5)

Functional Core Courses (10.5-16.5 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 and MBA 8025 are prerequisites for every Functional Core course, and MBA 8015, MBA 8030, MBA 8040, and MBA 8045 are co-requisites.

- MBA 8115 Managerial Accounting and Control Systems (1.5)
- MBA 8125 Digital Innovation (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. Registration 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

Concentrations 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 not detailed below.

Accounting

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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
- ACCT 4310 Accounting Information Systems
- ACCT 4510 Introduction to Federal Income Taxes
- ACCT 4610 Introduction to Assurance Services

The concentration in accounting requires 12 semester hours as follows:

- ACCT 8130 Advanced Accounting Topics
- ACCT 8420 Special Topics in Financial Accounting
- 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 in Georgia they must have 20 credit hours in upper level (above the 2xxx level) accounting classes. In order

to earn the CPA license in Georgia they must (in addition to successfully completing the examination in accordance with Georgia's requirements, and having one year of appropriate work experience), have earned a total of 30 credit hours in upper level accounting classes.

Actuarial Science

Eric Ulm, Coordinator, 404-413-7485, eulm@gsu.edu

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 catalog.gsu.edu.

- 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

Satish Nargundkar, Coordinator, 404-413-7541, snargundkar@gsu.edu

The overall goal of the 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 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 (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 from the following list.

- MGS 8110 Applied Regression Analysis
- 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

Jon Mansfield, Coordinator, 404-413-0151, Jon.Mansfield@gsu.edu

5th Floor, Andrew Young School of Policy Studies Bldg. room 519

Electives to constitute a concentration (12 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).

- ECON 8100 Applied Microeconomic Analysis
- ECON 8110 Macroeconomic Analysis
- ECON 8180 Applied Economic Analysis
- ECON 8430 Theory of the Firm and Business Strategy
- ECON 8440 Industrial Organization and Antitrust Economics
- ECON 8710 Introduction to Statistical Foundations for Econometrics
- ECON 8860 Economics of Global Finance
- ECON 8740 Applied Statistics and Econometrics 1
- ECON 8780 Financial Econometrics
- ECON 8840 Applied Statistics and Econometrics 2

Additional courses not listed above may be taken with the approval of the Coordinator.

Entrepreneurship

Richard Welke, Coordinator, 404-413-7920; 55 Park Place, Suite 250

A concentration in entrepreneurship for an MBA student requires completion of 12 semester hours of courses as described below. Some of these courses have prerequisites.

Courses

Take the following three courses:

- ENI 8000 Organizational Entrepreneurship
- ENI 8101 Improving the Customer Experience
- ENI 8102 Innovating Customer Value

Take one of the following courses:

- ENI 8301 Managing for Dynamic Growth
- ENI 8302 Leading for Entrepreneurship
- IB 8100 International Entrepreneurship
- MGS 8420 Enhancing Leadership Skills
- MGS 8425 Coaching for Leadership
- MGS 8430 Negotiation

Finance

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The Department of Finance encourages all students pursuing a finance concentration to take MBA 8135 early in their program since it is a prerequisite for all electives that count toward a finance concentration. To complete a concentration, twelve additional semester hours of 8000-level finance courses (FI-prefix) are required beyond MBA 8135. FI 8070, Leading the Finance Function, may be taken as a free elective but does not count toward a finance concentration.

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 in finance.

Health Administration

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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 8550 Healthcare Financial Management and Planning
- HA 8670 Health Information Systems
- HA 8680 Care Management and Delivery Systems

Health Informatics

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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

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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

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Admission to the HRM concentration 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 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 8380 Strategic Human Resource Management

Courses not on the list may be chosen through consultation with a faculty advisor.

Information Systems

Dr. Veda Storey, Coordinator, 404-413-7477, vstorey@gsu.edu

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 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 8060/CPI 8060 Supply Chain Management
- CIS 8080/ACCT 8680 Security and Privacy of Information and Information Systems
- CIS 8100 Management of Information Services
- CIS 8125 IT Management
- 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)

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 8499 Advanced Topics in Telecommunications
- CIS 8670 Enterprise Resource Planning Systems (ERP)
- CIS 8850 Web Application Development

Please see www2.cis.gsu.edu/cis/program/mbacis.asp for more information and the most current list of CIS courses.

International Business

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Businesses continue to explore international opportunities as globalization expands. A concentration in international business opens up exciting career opportunities for managers with an MBA. The MBA-IB (international business) offers an opportunity to build a sound foundation in international business, preparing students for careers in an increasingly interconnected global business environment. The concentration offers a flexible learning experience that extends functional skills to deal with managerial issues in the international marketplace as well as enhance students' intercultural awareness and effectiveness. The MBA-IB requires the capstone course, IB 8990, which replaces MBA 8820 as the MBA capstone requirement. In addition, the concentration requires 4 courses (12 hours) . As the prerequisite

for IB 8000-level electives, IB 8090 is required; the 4 courses constituting the concentration are selected as follows:

1. a) At least 6 hours from a list of IB 8000-level electives
   b) 3 hours from a list of related international courses or from the list of IB 8000-level electives.
   c) 3-hour IB 8990 Policy & Strategy in the International Marketplace (course replaces MBA 8820).

Required Prerequisite: IB 8090 International Business Environment

IB 8000-level electives: To complete the concentration, at least 6 (six) semester hours chosen from the courses listed below are required. Consult the current graduate catalog for prerequisites that will affect selections.

- IB 8080 Legal Aspects of International Business
- IB 8092 Analyzing International Business Problems
- IB 8100 International Entrepreneurship
- IB 8180 Doing Business in Emerging Markets
- IB 8190 Doing Business in World Regions
- IB 8400 International Exchange Program Credit (1-6)
- IB 8410 Study Abroad (1-6)
- IB 8550 Special Topics in International Business
- IB 8620 Commercial Diplomacy
- IB 8630 International Business Negotiation
- IB 8680 Technology and Global Competition
- IB 8690 Global Operations Management
- IB 8710 International Information Technology Issues and Policy

IB Related International Courses: To complete the concentration, three semester hours chosen from the courses listed below or from IB 8000-level electives are required. Consult the current graduate catalog for prerequisites that will affect selections.

See list of IB 8000-level electives above, or

- MGS 8860 Management and Cross-National Environments (Study Abroad)
- MK 8600 International Marketing
- RE 8600 International Real Estate
- RMI 8350 International Risk and Insurance
- TX 8300 International Aspects of Taxation
- ACCT 8090 International Accounting Practices
- CIS 8060 Supply Chain Management
- ECON 8850 International Trade
- ECON 8860 Economics of Global Finance
- 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

An international study experience is highly encouraged, but not required. Note that IB 8410 may be repeated for offerings in different countries/locations.

Capstone: REQUIRED

IB 8990 Policy & Strategy in the International Marketplace (course replaces MBA 8820).

Note: Knowledge of a foreign language is not required of a MBA-IB student.

Marketing

Bruce K. Pilling, Coordinator, 404-413-7673, bpilling@gsu.edu

Electives to constitute a concentration (12 semester hours) in marketing are chosen from any of the 8000-level marketing courses, including:

- MK 8010 Marketing Metrics
- MK 8100 Consumer Behavior
- MK 8200 Marketing Research
- MK 8300 Marketing Communications and Promotion
- MK 8330 Strategic Selling
- MK 8340 Strategic Sales Leadership
- MK 8400 Channels of Distribution
- MK 8410 Logistics Management
- MK 8510 Business to Business Marketing
- MK 8600 International Marketing
- MK 8620 Product Management
- MK 8700 Digital and Social Media Marketing
- MK 8705 Digital Marketing Analytics
- MK 8710 Customer Relationship Management
- MK 8715 Brand and Customer Analytics
- MK 8720 Data Driven Marketing
- MK 8730 Marketing Engineering

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

Peter Zhang, Coordinator, 404-413-7557, gpzhang@gsu.edu

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 Logistics and Supply Chains
• MGS 8730 Project Management

• MGS 8740 Operations Strategy
• MGS 8760 Quality Management
• MGS 8770 Service Operations Management
• CIS 8060/CPI 8060 Supply Chain Management
• IB 8690 Global Operations Management

Leadership and Organization Management

Ed Miles, Coordinator, 404-413-7540, emiles@gsu.edu

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 8450 Leading Organizational Change
- MGS 8500 Entrepreneurship and Enterprise
- MGS 8510 Business Plan Development
- MGS 8730 Project Management
- MGS 8860 Management Studies Abroad

Real Estate

Jon Wiley, Coordinator, 404-413-7728, jwiley@gsu.edu

The real estate concentration in the MBA program is designed to prepare individuals to manage the real estate interests of firms in any industry. While the MBA program provides broad understanding of business operations and enhances general management abilities, the real estate concentration focuses on strategically employing real estate assets to contribute to the financial success of the firm.

A concentration in real estate consists of 12 semester hours of 8000-level real estate courses chosen from any of the courses listed below for which prerequisites have been satisfied.

- RE 8000 Real Estate Concepts and Practices
- RE 8020 Real Estate Equity Investments
- RE 8030 Real Estate Financing
- RE 8035 Real Estate Investments Trusts
- RE 8040 Legal and Regulatory Environment of Real Estate
- RE 8050 Real Estate Development
- RE 8060 Applied Real Estate Market Analysis
- RE 8070 Quantitative Analysis for Real Estate
- RE 8080 Real Estate Project Planning and Development
- RE 8090 Real Estate Case Analysis
- RE 8100 Strategic Management of Real Property in a Corporate Environment

- RE 8400 Advanced Real Estate Investment Analysis
- RE 8450 Taxation of Real Estate Investment

Risk Management and Insurance

Conrad Ciccotello, Coordinator, 404-413-7462, cciccotello@gsu.edu

The concentration (12 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 a concentration with advance permission of the RMI department's graduate faculty adviser.
In addition to the general concentration described above, the department participates in a hybrid degree program that leads to a specialization in **Financial Risk Management**. 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 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

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 Specialized Master's Foundation Requirements

The requirements in this list are in addition to the hours required for the non-MBA master's degrees, collectively referred to as specialized master's degrees. 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. Foundation requirements are commonly satisfied by one of the following:

(1) A bachelor's degree in business, economics, or accounting; or,

(2) A bachelor's degree in the specialization or an area related to the student's specialized master's degree; or,

(3) Certified completion of approved online courses in accounting, quantitative methods, and economics as directed by RCB Graduate Student Services; or,

(4) Completion of the following courses:

a. Accounting: MBA 8025 or financial and managerial accounting principles (ACCT 2101–ACCT 2102).
b. Economics: Microeconomics principles (ECON 2106).
c. Mathematics: College Algebra (MATH 1111).
d. Statistics: MATH 1070.
e. Business Communications: BCOM 8250 or MBA 8015 (completion of either of these will eliminate the need for taking the Business Communication Workshop in item 3 above)

Specific Master's Programs may have further foundation requirements that are in addition to those listed here. See the specific program description for other specific foundation requirements.

7120 Executive M.B.A. Program

The Robinson 17-month Executive MBA (EMBA) program is designed for professionals who possess significant (approximately seven years or more post-undergraduate degree) professional work experience as well as experience in a management role (managing people, projects, or assets). On average, EMBA students are 40 years old with fifteen years of professional work experience. The purpose of the program is to prepare experienced professionals to better meet the challenges of an ever-changing global business environment.

The EMBA program format is team-based and lock-step. 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. All classes are held at Georgia State's Buckhead Campus every other Friday (1:00 p.m. to 6:45 p.m.) and Saturday (9:00 a.m. to 6:00 p.m.).

Covering the most critical business topics, the EMBA curriculum touches all aspects of the enterprise as it pertains to today's global markets. The curriculum is designed to equip students with a broader business perspective, strategic thinking skills, and the executive leadership skills necessary to advance in their career.

An integral part of Robinson's EMBA program is the International Business Residency, an intensive exposition into the management and business practices of companies around the world. Students can choose between international residencies in Vietnam and Thailand; Cuba and Colombia; or a domestic residency in Silicon Valley. One residency is required, but students can opt to do all three. During the residencies, students meet with company leaders (both indigenous and American-owned companies) and government officials, and tour plants and facilities to better understand global markets.

For more information including admission criteria visit the Executive MBA website at: robinson.gsu.edu/emba/ or call 404-413-7182.

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 *living classroom:* It is a full-time, 14-month, dual degree program delivered across four-continents.
- Students experience an in-depth, global immersion experience through extended residency stays in North and South America, Europe, and Asia.
- Students see and hear first hand what's happening in the real word as they interact with corporate and government leaders in each locale, including extended company visits during the Asian residency, Washington DC, and Brussels.
- Students gain a 360 degree cross-cultural perspective.
- 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 such as to the European Union Directorate in Brussels, and other firms and agencies in all program locations.
- Students learn the latest leadership principles and practices. It begins with a personal assessment of one's leadership style, including strengths and areas of potential derailment.
- 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 assignment.
- 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/ GRE
- 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)

Application deadlines: Rolling admissions with December 1, March 1, and July 1 each year for fall admission. To be automatically considered for scholarships, all materials must be turned in by the March 1 deadline.

For further information about the program, visit globalpmba.robinson.gsu.edu; e-mail: gpmba@gsu.edu, or call the Global Partners MBA Program at 404-413-7299.

7140 Professional M.B.A. Program

Brett Matherne, Assistant Dean for Flexible and Professional MBA Programs

The Professional MBA Program is a 24-month lock-step program designed for rising professionals with a minimum of four years of professional experience in a supervisor or mid-level management position with increasing responsibility to assume greater leadership roles. 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.

Students may choose from a variety of electives offered in multiple locations or online. International trips are available through the Robinson College's Institute of International Business. The PMBA program also offers a dual degree with Master of Health Administration in a lock-step format over seven months.

For more information, visit the Professional MBA website at robinson.gsu.edu/professional-mba/ or call 404-413-7167.

7140.10 Admissions

Class size is limited, so we urge you to complete the application process as soon as possible. To be considered for admission, the following is required:

- Approximately four years of professional, full-time work experience
- Complete GMAT or GRE scores
- A four-year undergraduate degree from an accredited university
- Completed online application
- Up to three letters of recommendation
- An essay
- A resume
- Applicants who are strong candidates for the program will be interviewed by the admissions committee

The admissions committee reviews applications as they are received.

7140.20 Regulations for the Degree

This is a 48 semester hour, 24-month cohort program that includes electives.

7140.30 Curriculum

Cornerstone Core (16.5 hours)

- PMBA 8000 Managing in the Global Economy (3)
- PMBA 8015 Leading through Strategic Communications (3)
- PMBA 8025 Financial Accounting (3)
- PMBA 8030 Legal Environment: Ethics and Corporate Governance (3)
- PMBA 8040 Data Driven Decision Making (3)
- PMBA 8045 Analytics Experience (1.5)

Functional Core (16.5 hours)

- PMBA 8115 Managerial Accounting and Control Systems (1.5)
- PMBA 8125 Digital Innovation (3)
- PMBA 8135 Corporate Finance (3)
- PMBA 8145 Marketing Management (3)
- PMBA 8155 Competing on Operational Excellence (3)
- PMBA 8165 Leading People & Organizations (3)

Capstone Course (3 hours)

PMBA 8820 Global Competitive Strategy (3)

8000-Level Elective Courses (12 hours)

Electives may be selected from a variety of courses offered at multiple locations or online.

PROGRAM TOTAL: 48 hours

7150 M.B.A./J.D. Dual Degree Program

7150 Law and Business Dual Degree Program

The College of Law and the J. Mack Robinson College of Business offer a dual degree program leading to the juris doctor (J.D.) and master of business administration (M.B.A.) degrees.

The J.D./M.B.A. 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 a J.D. degree or an M.B.A. degree at Georgia State University or at another institution are not eligible for the dual program.

The following regulations apply to students accepted to both the J.D. and M.B.A. programs and are enrolled in the dual degree program (as opposed to being enrolled in each degree program separately).

Application
Applicants to the J.D./M.B.A. dual degree program must meet the entrance requirements and follow the application procedures of both the College of Law and Robinson College of Business. Applicants must be accepted by both colleges. Admission into one program does not presume admission to the other. To be in

the J.D./M.B.A dual degree program, students must be admitted to both programs before completing either program.
Applicants must take the LSAT to apply to the College of Law. Robinson College of Business will accept the LSAT in lieu of the GRE or GMAT for students already accepted into the J.D. program.
Students who are accepted to both the J.D. and M.B.A. programs and wish to be enrolled in the dual degree program are responsible for providing written notification of their intentions to each college.

Requirements
Students must satisfy the curriculum requirements for both the J.D. and M.B.A. degrees.

J.D. Degree Requirements
As stated in the College of Law Course Bulletin, a law student must earn 90 semester hours of credit to qualify for the J.D. degree. For students enrolled in the dual degree program, the College of Law will permit up to 12 semester hours of 8000-level M.B.A. courses with grades of B or better to be credited toward elective hours required for the J.D.

M.B.A. Degree Requirements
The requirements for the M.B.A. are described in section 7090 of the Robinson College of Business catalog.

For students enrolled in the dual degree program, the Robinson College of Business will accept 12 semester hours from the J.D. program with grades of B or better 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.

In addition, completion of the first-year curriculum of the J.D. program in good academic standing will satisfy the M.B.A. requirement MBA 8030 Legal Environment: Ethics and Corporate Governance. 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 in section 7080.40 of the Robinson College of Business catalog.

Enrollment Sequencing and Time Limits

The College of Law does not permit enrollment in the dual degree program after a student has completed more than 21 semester hours of 8000-level M.B.A. coursework.

After students have been admitted to both the J.D. and M.B.A. programs and have declared intent to be enrolled in the dual degree program, they must, at the first opportunity, complete 30 semester hours of required courses in the J.D. program. After completion of these 30 hours, enrollment in the courses of either college or enrollment in both colleges concurrently is permitted.

Dual degree students may be required to take prerequisite, foundational or introductory courses prior to beginning M.B.A. coursework.

Grading and Scholastic Discipline

Students enrolled the dual degree 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.

Graduation

Prior to graduation, students completing the dual degree program are responsible for confirming with both colleges that the degree requirements for each program have been satisfied. Students must complete the graduate application for each degree.

No credit hours of J.D. course work will be applied toward the M.B.A. degree requirements until the completion of J.D. degree requirements. No M.B.A. credit toward the J.D. degree is awarded until the M.B.A. degree program has been completed. A simultaneous awarding of degrees will satisfy this requirement.

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.

7160 Master of Actuarial Science

Eric Ulm, Program Director, 404-413-7485, eulm@gsu.edu

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, two dual-degree options are available: one 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; and one where students will earn both the Master of Actuarial Science degree and the Master of Science in Analytics.

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.

Similarly, there is an increasing need for graduates an expertise in data analytics in the insurance field. The

ongoing data revolution associated with the ever-increasing collection of data and use in the business process and decisions makes analytics skills relevant in all areas of business. The dual degree program MAS/MAS is designed to serve the need for actuarial graduates with analytics skills.

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's Enrollment" 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 50-hour dual degree program.

1. Foundation Requirements:

These courses are in addition to the 30 hours required for the M.A.S. degree or in addition to the 50 hours required for the dual degree programs. They are assigned as part of the admissions process based on a review of each student's transcripts. They can be exempted if equivalent work has been previously completed with grades of C or higher.

Accounting: financial and managerial accounting principles (MBA 8025, or ACCT 2101 & ACCT 2102)

Finance: corporate finance principles (MBA 8135). This requirement can be waived if FI 3300 and FI 4000, 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: Both macroeconomic principles (ECON 2105) and microeconomic principles (ECON 2106). Alternatively, both requirements can be satisfied by taking MBA 7035 Economics for Managers or the corresponding placement exam (see http://flex.robinson.gsu.edu/about/curriculum/placement-exam-option-mba-foundation-courses/).

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 have completed two semesters of undergraduate mathematical statistics (MATH 4751, MATH 4752). Alternatively, these requirements can be satisfied by taking ECON 8710 or MSA 8190.

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 programs should go to Section 3 (MAS/MRM) or Section 4 (MAS/MSA) below.

a. Required Technical Support Courses (0-5 hours)

- FI 8000 Valuation of Financial Assets (3)*

- MRM 8000 Introduction to Analytical Programming and Numerical Methods (2)

*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 (15-21 hours):

- 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 MSA 8200 Econometric Modeling for Analytics (3) (alternatively, 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 MSA 8200/ECON 9720 for ECON 8740.

Students must complete a minimum of 6 hours of course work from sections B and C combined.

Elective Courses in the Major or in Mathematical Risk Management: (4-15 hours)

- AS 8389 Directed Reading in Actuarial Science (1-3)
- AS 8430 Loss Distributions and Credibility Theory (3)
- MGS 8040 Data Mining (3)
- MGS 8150 Business Modeling (3)
- MRM 8389 Directed Readings in Mathematical Risk Management (1-3)
- MRM 8620 Quantitative Financial Risk Models (3)
- MRM 8630 Stochastic Interest Rate and Credit Models (3)
- MSA 8391 Analytics Field Study (1-3)
- RMI 8050 Risk Management Modeling (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.

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 2 above. Students interested in the dual degree program Master of Actuarial Science and Master of Science in Analytics should go to Section 4 below.

Required Technical Support Courses (0-5 hours):

- FI 8000 Valuation of Financial Assets (3)*
- MRM 8000 Introduction to Analytical Programming and Numerical Methods (2)

*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.

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 8630 Stochastic Interest Rate and Credit Models (3)
- MRM 8640 Advanced Credit Risk Models (alternatively, students can take MRM 8620 Quantitative Risk Models)
- RMI 8370 Financial Risk Management (3)
- MSA 8200 Econometric Modeling for Analytics (3) (alternatively, students can take ECON 9720 Econometrics II)
- 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.

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 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.

4. Course Requirements: Dual Degree Master of Actuarial Science and Master of Science in Analytics. This section is applicable to students interested in the dual degree program Degree Master of Actuarial Science and Master of Science in Analytics. Students interested in the Master of Actuarial Science should go to Section 2 above. 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 Program should go to Section 3 above.

a. Required Technical Support Courses (0-5 hours)

- FI 8000 Valuation of Financial Assets (3)*
- MRM 8000 Introduction to Analytical Programming and Numerical Methods (2)

* 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 program director.

b. Required Courses in the Dual Degree Program (33-39 hours)

- AS 8340 Life Contingencies I (3)**
- AS 8350 Insurance Mathematics (3)**
- AS 8810 Actuarial Science Graduate Seminar (3)
- CIS 8040 Database Management Systems (3)
- MSA 8010 Data Programming (3)
- MSA 8050 Unstructured Data Management (3)
- MSA 8100 Operations Research Models and Methods (3)
- MSA 8150 Machine Learning for Analytics (3)
- MSA 8200 Econometric Modeling for Analytics (3) (alternatively, students can take ECON 9720 Econometrics II)
- MSA 8300 Value Through Analytics (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 C below in consultation with the actuarial science faculty adviser.

c. Elective Courses in the Dual Degree Program (6-17 hours)

Students should consult with the program directors for the Master of Actuarial Science and Analytics programs prior to beginning their elective coursework and may select from among the following courses:

- Any of the 8000 level MSA elective classes
- AS 8430 Loss Distributions and Credibility Theory (3)
- AS 8810 Actuarial Science Graduate Seminar (3)
- 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 9100 The Theory of Asset Valuation (3) (Requires consent of instructor.)
- MGS 8040 Data Mining (3)
- MGS 8150 Business Modeling (3)
- MRM 8630 Stochastic Interest Rate and Credit Models (3)
- MRM 8640 Advanced Credit Risk Models
- RMI 8150 Corporate Risk Management (3)
- RMI 8300 Predictive Risk Models (3)
- RMI 8370 Financial Risk Management (3)

Students may select, with the prior approval of both program directors for the dual degree program, electives other than those shown above if they can demonstrate the course(s) will better meet their educational objectives.

5. 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 Recruiting 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 GRSS.

6. Time Limit: The time limit for completing the M.A.S. program is five years from the first semester a course in sections 2-4 is taken.

7170 Master of Business Administration/Master of Health Administration

Patricia Ketsche, Coordinator, 404-413-7635, pketsche@gsu.edu

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 is designed around a set of competencies that define the set of knowledge, skills and abilities students should possess upon completion of the program.

Business knowledge and skills

- Financial Management
- Operations Management
- Strategic Management
- Human Resource Management
- Analytics

Knowledge of the Healthcare Environment

- Clinical Professions and the Continuum of Care
- Legal and Regulatory Environment
- Healthcare Economics and Financing
- Governance
- Health Policy
- Measurement and Improvement of Organizational Performance and Quality
- Health Information Systems and Technology

Leadership

- Strategic Communication
- Motivation and Empowerment of Others
- Group Participation and Leadership
- Change Management
- Servant Leadership

Professionalism

- Self Regulation, Self Awareness and Self Confidence
- Ethics, Honest and Integrity
- A Commitment to Lifelong Learning

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 54-66 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 twelve 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.

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 36 semester hours of health administration courses listed in items 4 and 5 below and the three-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 available, students will substitute this course for the standard M.B.A. 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. Cornerstone Core Courses (7.5-13.5 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 may be 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)
- MBA 8040 Data Driven Decision Making (3)
- MBA 8045 Analytics Experience (1.5)

2. Functional Core Courses (4.5-10.5 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 and MBA 8040 are co-requisites.

- MBA 8115 Managerial Accounting and Control Systems (1.5)
- MBA 8135 Corporate Finance (3)
- MBA 8145 Marketing Management (3)
- MBA 8165 Leadership and Organization Behavior (3)

3. Business Elective Course (3 hours): At least one business elective chosen from this list are required of all students:

- MBA 8125 Digital Innovation (3)
- CIS 8000 IT Project Management (3)
- MGS 8730 Project Management (3)

4. Required Courses in Health Administration (27 hours):

- HA 8160 Introduction to the Healthcare System (3)
- HA 8190 Health Policy and Ethics (3)
- HA 8250 Health Economics and Financing (3)
- HA 8440 Executive Leadership in Healthcare (3)
- HA 8450 Legal Environment of Healthcare (3) Replaces MBA 8030, Legal Environment: Ethics and Corporate Governance, in the MBA curriculum.
- 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 Healthcare (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 8680 Care Management and Delivery Systems (3)
- HA 8700 Health Services Research and Evaluation Methods (3)
- HA 8750 Predictive Analytics in Healthcare (3)

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 and health systems, health plans, physician practices, consulting organizations, and other organizations 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. The 3 credit hour residency is subject to matriculation/tuition fees and may not start until all academic work has been completed with a minimum 3.0 cumulative GPA. Students must meet all report/evaluation assignments.

With approval by the faculty of the Institute, the administrative residency for international students 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

7180 Master of International Business

Penelope B. Prime, MIB Program Director

The Master of International Business program in the Institute of International Business is offered in a one year format. The Master of International Business (MIB) is designed to meet the needs of students who wish to acquire a strong background in international business preparing them for careers in an increasingly globally interconnected and interdependent business environment.

The goals of the MIB program are to: (1) extend functional skills to address managerial issues in the global marketplace; and (2) enhance students' intercultural awareness and sensitivity. Course requirements are intended to strengthen functional skills required for an enterprise competing in the global economy. The curriculum is further enhanced through a supervised international business field study, often embedded in the rich and diverse business community surrounding Georgia State University. Students also gain a familiarity with doing business in different world regions.

7180.10 Regulations for the Degree

1. Eligibility. Applicants must hold a four-year undergraduate degree from an accredited college or university. Candidates will be evaluated based on interviews, grade point average, GMAT or GRE and TOEFL or IELTS scores if needed. Ability to handle demanding coursework and contribute to the cohort will also be considered. Professional experience and foreign language proficiency are not required.
2. Foundation coursework. Students accepted into the program with non-business undergraduate degrees are required to take online preparatory classes that cover essential concepts in economics, accounting, finance, and statistics prior to starting the program.
3. Course Requirements: The rigorous 10 course, 30-credit curriculum provides graduates with an in-depth knowledge of international business fundamentals. Students also benefit from extensive contact with corporate executives, guest speakers, and professional and social events.

Required curriculum for the MIB is as follows (30 hours):

- IB 8080 Legal Aspects of International Business (3)
- IB 8090 International Business Environment (3)
- IB 8100 International Entrepreneurship (3)
- IB 8180 Doing Business in Emerging Markets (3)

- IB 8550 Special Topics in International Business (3)
- IB 8090 Analyzing International Business Problems (3)
- IB 8630 International Business Negotiation (3)
- IB 8990 Policy & Strategy in the International Marketplace (3)

and one of the following:

- IB 8190 Doing Business in World Regions (3)
- FI 8040 Survey of International Finance (3)

and one of the following:

- IB 8510 International Business Field Study (3)
- IB 8500 International Business Internship (3)

For additional information, please visit the following website: iib.robinson.gsu.edu/academic-programs/mib-one-year/

7185 One-Year Regynald G. Washington Master of Global Hospitality Management

Soon-Ho Kim, Program Director, 404-413-7615, skim@gsu.edu

Robinson's One-year Regynald G. Washington Master of Global Hospitality Management is the only program of its kind in the state of Georgia. This year-long cohort program provides the critical decision-making, managerial, practical, analytical, technical, and leadership skills necessary for success in today's global hospitality and tourism environment. Students benefit from extensive networking and connecting with hospitality executives worldwide and professional gatherings. Program enrolls in the fall semester only.

Students proceed as a group through a sequenced curriculum of modules beginning each August. Classroom-based cohorts meet every Tuesday and Thursday evening from 5:30 p.m. to 9:45 p.m. All classes are taught at the Georgia State University's Executive Education Center in Buckhead.

Curriculum

The 30-hour curriculum comprises 10 courses including:

- Survey of Hospitality and Tourism
- Economic Cultural Impact of Travel and Tourism
- Global Trends in the Foodservice Industry
- Global Trends in the Lodging Industry
- International Special Event Management
- Hotel Assets
- Sustainable Operations in Hospitality

- Hospitality and Tourism Research Methodology
- Applied Industry-Based Research Project
- Financial Management Applications in Hospitality Enterprises

In addition to the 10 courses, students must fulfill the specialized master's foundation requirements found in section 7110.10.

7190 Flexible Master of Professional Accountancy

Contact prior to admission: Zelda Christina Ray, zray@gsu.edu

Contact subsequent to admission: Winifred Akande, wakande1@gsu.edu

The Flexible Master of Professional Accountancy (Flex MPA) program is flexible in that students may take up to five years to complete the program and may choose which courses to take each semester. The objective of the Flexible MPA program is to prepare students for professional careers in accounting. More specifically, the objective of the Flexible MPA programs is to develop skills needed to excel in a professional path toward a leadership position in the practice of accountancy. The Flexible 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.

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 Flexible 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 Flexible MPA program. A maximum of six semester hours of transfer credit is permitted in this 30-hour program. The course requirements for the Flexible 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 catalog.gsu.edu. The courses in this section are in addition to the 30 hours required for the degree. They are assigned as part of the admissions process based on a review of each student's transcripts. They can be exempted if equivalent coursework has been previously completed with minimum grades of C-.

Accounting: ACCT 2101 and ACCT 2102, or MBA 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: 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: 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 Flexible 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 8420 Special Topics in Financial Accounting
- 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 classes.

4. Advisement/Course Selection: The Flexible 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 Flexible MPA program is five years from the first semester a course in the program.

7195 Cohort Master of Professional Accountancy

Contact prior to admission: Zelda Christina Ray, zray@gsu.edu

Contact subsequent to admission: Winifred Akande, wakande1@gsu.edu

The objective of the Cohort Master of Professional Accountancy (Cohort MPA) degree program is to prepare non-accounting students for professional careers in accounting. More specifically, the Cohort MPA program develops skills needed for non-accounting professionals to excel in a professional path in accountancy. The Cohort 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 program starts all students with intermediate accounting building on their knowledge of Principles of Accounting I and II. Typically, graduates of this program will find professional accounting positions in public accounting firms and in business and governmental organizations.

7195.10 Admissions

The application procedures and admission criteria are given in the "Master's Admissions" section of this chapter. All applicants must take the GMAT/GRE and each finalist may be interviewed before an admission decision is made.

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.

7195.20 Regulations for the Degree

The regulations, policies, and procedures given in the "Master's Enrollment" and "Master's Programs"

sections of this chapter apply to the MPA program.

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 catalog.gsu.edu. The courses in this section are in addition to the 30 hours required for the degree. They are assigned as part of the admissions process based on a review of each student's transcripts. They can be exempted if equivalent coursework has been previously completed with minimum grades of C-.

Accounting: ACCT 2101 and ACCT 2102, or MBA 8025 and MBA 8115; .

Economics: 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.

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 Flex 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.

Course Requirements: 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 8005 Current Issues in Accounting (3)
- ACCT 8010 Financial Accounting I (3)
- ACCT 8020 Financial Accounting II (3)
- ACCT 8030 Managerial Accounting and Systems (3)
- ACCT 8040 Topics in Federal Taxation (3)
- ACCT 8050 Assurance and Information Systems Control (3)
- ACCT 8130 Advanced Accounting Topics (3)
- ACCT 8120 Advanced Federal Taxation (3)
- ACCT 8420 Special Topics in Financial Accounting (3)
- ACCT 8700 Financial Statement and Business Analysis (3)

Advisement/Course Selection: The MPA program coordinator and graduate academic advisor are available to students for consultation and guidance as needed. Students are encouraged to contact the coordinator and/or advisor 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.

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.

7196 JD/MPA Joint Program

Winifred Akande, Associate Director of Integrated Graduate Student Services, wakande1@gsu.edu

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.

7196.10 Admissions

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 or GRE for admissions to the J. Mack Robinson College of Business and the LSAT for admission to the College of Law.

The application procedures and admission criteria are given in the "Master's Admissions" section of this chapter. All applicants must take the GMAT/GRE and each finalist may be interviewed before an admission decision is made.

The application procedures and admission criteria are given in chapter 6000 "College of Law" for the JD program.

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.

7196.20 Regulations for the Degree

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.

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 18 credit hours in the Robinson College of Business and 78 credit hours in the College of Law.

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.

Advisement/Course Selection: The MPA program coordinator and graduate academic advisor are available to students for consultation and guidance as needed. Students are encouraged to contact the coordinator and/or advisor 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.

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.

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
- Mathematical Risk Management

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

Jon Mansfield, Program Director, 404-413-0151, jmansfield@gsu.edu

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 catalog.gsu.edu.

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: 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. Program director, Dr. Jon Mansfield. The suggested electives are listed below (all courses are 3 credit hours):

- ECON 8180 Applied Economic Analysis
- ECON 8440 Industrial Organization & Antitrust Economics
- ECON 8740 Applied Statistics & Econometrics
- ECON 8840 Applied Statistics & Econometrics 2
- ECON 8860 Economics Of Global Finance
- FI 8000 Valuation Of Financial Assets
- FI 8020 Financial Analysis & Loan Structure
- FI 8040 Survey of International Finance
- FI 8060 Current Issues In Finance
- FI 8240 Global Portfolio Management
- FI 8420 The Financial System
- BCOM 8250 Effective Executive Communication
- BCOM 8260 Corporate Communication
- MBA 8015 Strategic Business Communication
- MBA 8025 Financial Statement Analysis
- MBA 8135 Corporate Finance
- IB 8090 International Business Environment

- IB 8180 Business Systems in Advanced Economies & Emerging Markets
- IB 8190 Doing Bus/World Regions
- MGS 8110 Applied Regression Analysis
- MGS 8150 Business Modeling
- MK 8200 Marketing Research

3. Program of Study. Each student's program must be planned in consultation with the M.S./Bu.E. program director before a non-required course is taken. Students may contact the department (404-413-0141) or Dr. Mansfield (jmansfield@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 program director 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

This program is currently only available in the cohort format.
Alfred Mettler, Program Director, 404-413-7327, mettler@gsu.edu

Conrad Ciccotello, Program Director Asset & Wealth Management Specialization, 404-413-7462, cciccotello@gsu.edu

Cohort MS in Finance format

The Cohort Master of Science in Finance is offered over four semesters (Fall, Spring, Summer, second Fall) with three distinctive specializations. The program is ideally suited for accounting, finance, banking, and wealth management professionals wishing to augment their professional expertise and is focused on the decision-making, personal, analytical and technical skills required to compete in today's ever-changing financial environment.

In addition, students are provided leadership training as well as extensive contact with senior executives through a guest speaker series, class participation, and professional and social gatherings. Furthermore, there is an opportunity for students to be part of in a formal mentoring program.

Applicants must hold a four-year undergraduate degree from an accredited college or university. Work experience is preferred but not required.

Robinson's Cohort MS-Finance will be offered in a 16-months format over four semesters. Class size will be limited and students will proceed as a cohort—a structure that fosters peer learning, collaboration and the building of lifelong business networks. The courses will be taught at Robinson's Executive Education Center in Buckhead and will meet one evening per week from 5:30 p.m. to 9:45 p.m., and one evening every other week 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. An innovative course, Financial Leadership – Leading the Finance Function, designed to promote interaction with senior level finance executives, will take place during the last semester of the program. **Program enrolls in the fall semester only.**

The 30-hour curriculum comprises of an integrated first semester, in which all students take the same classes. At the end of the first semester students will choose their specialization. In addition to the 30-hour curriculum, students will need to complete the specialized master's foundation courses referenced in section 7110.10.

The three specializations in the Cohort MS Finance Program are:

- Corporate Finance
- Global Capital Markets and Financial Services
- Asset and Wealth Management

Cohort MS Finance Curriculum

Fall Semester (all students, regardless of later specialization)

- MBA 8135 Corporate Finance
- FI 8000 Valuation of Financial Assets
- FI 8450 Financial Analysis of Asset and Wealth Management

Spring Semester

Corporate Finance specialization

- FI 8200 Derivative Markets
- FI 8360 Special Topics in Finance
- FI 8090 Financial Data Analytics

Global Capital Markets and Financial Services specialization

- FI 8240 Global Portfolio Management
- FI 8360 Special Topics in Finance
- FI 8090 Financial Data Analytics

Asset and Wealth Management specialization

- PFP 8420 Financial Advice and Planning Over the Life Cycle
- FI 8240 Global Portfolio Management
- FI 8090 Financial Data Analytics

Summer Semester (all students, regardless of later specialization)

- FI 8310 Investment Banking

- FI 8020 Financial Analysis and Loan Structuring
- FI 8389 (Directed Readings in Finance), or FI 8391 (Internship/CPT)*

Second Fall Semester

Corporate Finance specialization

- FI 8320 Corporate Financial Strategy
- FI 8070 Financial Leadership
- FI 8389 (Directed Readings in Finance), or FI 8391 (Internship/CPT)*

Global Capital Markets and Financial Services specialization

- FI 8260 Hedge Funds and Their Trading Strategies
- FI 8070 Financial Leadership
- FI 8389/FI 8391 Internship/CPT

Asset and Wealth Management specialization

- FI 8260 Hedge Funds and Their Trading Strategies
- PFP 8520 Advanced Studies in Asset and Wealth Management
- FI 8389 (Directed Readings in Finance), or FI 8391 (Internship/CPT)*

*The FI 8389 Directed Readings in Finance or FI 8391 Internship/CPT course requirement may be completed in the summer or second fall semester.

Flex MS in Finance format

*** This program is currently not offered in a Flex format, and is only available in the cohort format.***

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

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.

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: Both macroeconomic principles (ECON 2105) and microeconomic principles (ECON 2106).

Mathematics: College algebra (MATH 1111) and calculus (MATH 1220).

Statistics: 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 8260Hedge 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.

Program of Study. Each student's program of study must be planned in consultation with the M.S.-Finance program director 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 program director 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.

Time Limit. The time limit for completing the M.S.-Finance program is five years from the first semester a course in section b or c (above) is taken.

7200.20 Major in Managerial Sciences

Thomas Conklin, Program Director, tconklin@gsu.edu

The Master of Science with a major in managerial sciences prepares professionals to assume leadership roles in organizations. Students learn critical management skills that allow them to communicate successfully, think creatively and adapt quickly to business fluctuations and transformations. There are two concentrations available for managerial sciences majors:

1. ***Talent Management:*** The talent management concentration prepares students to effectively recruit, retain and develop employees by focusing on best practices in selection, compensation and employment law.
2. ***Supply Chain and Analytics Management:*** The supply chain and analytics 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. It also provides expertise for analytically oriented careers in business with an emphasis on applications of information technology

While this program is structured in both cohorted and non-cohorted formats, it is anticipated that all admissions in the coming year will be in the cohorted format only.

Regulations for the Degree

The regulations, policies, and procedures given in the "Master's Enrollment" and "Master's Programs" sections of this chapter apply to the Master of Science in Managerial Sciences.

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. See section 7110.10 for the foundation requirements for this degree.

b. Required Courses in the Major. Choose one of these tracks:

Concentration 1: Talent Management

Kelly Grace, Faculty Coordinator

- MGS 8200 Introduction to the Management of People, Processes and Projects
- MGS 8320 Legal Environment of Human Resource Management
- MGS 8360 Designing Talent Acquisition and Development Systems
- MGS 8390 Designing Total Rewards Systems

Concentration 2: Supply Chain and Analytics Management

Yusen Xia, Faculty Coordinator

- MGS 8200 Introduction to the Management of People, Processes and Projects

- MGS 8710 Managing Logistics and Supply Chains
- MGS 8770 Service Operations Management
- MGS 8040 Data Mining

c. Elective Courses. 18 hours. Choose courses with a MGS prefix (including any courses listed in the one concentration not chosen).

Program of Study/Course Prerequisites. With the exception of cohort-enrolled students, each student's program must be planned in consultation with the faculty 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 coordinator and a copy of the changes sent to the Office of Graduate Student Services. 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.

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.

One Year MS in Managerial Sciences Format

The One Year Master of Science in Managerial Sciences is a cohorted program. In addition to the required courses in the two tracks listed above, the 18 credit hours of electives will be pre-selected for the entire cohort.

7200.25 Major in Marketing

Bruce K. Pilling, Program Director, 404-413-7673, bpilling@gsu.edu

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.

*** This program is currently only available in the one year format.**

Regulations for the Degree

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: http://marketing.robinson.gsu.edu/academic-programs/ms/.

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 six hours of transfer credit is permitted in this 30-hour program.

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 at catalog.gsu.edu.

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: Microeconomic principles (ECON 2106).

Mathematics: College algebra (MATH 1111).

Statistics: 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)

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 advisor 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.

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.

One Year MS in Marketing format

One Year 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.

In addition to the required courses outlined in the general curriculum above, candidates must take 21 credit hours of pre-selected electives for this one year format. Students must fulfill the specialized master's foundation requirement (section 7110.10). Courses meet at Georgia State University's Buckhead Center on Monday and Wednesday evenings. New cohorts begin in January of each year. **Program enrolls in the spring semester only.**

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.

7200.35 Major in Mathematical Risk Management

The mission of the Master of Science ***Mathematical Risk Management*** program 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 non-financial 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 MS 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 program director for advice about the appropriate time when you should apply to enter the program.

Two dual-degree options are available: one in which students will earn both the Master of Actuarial Science degree and the Master of Science in Mathematical Risk Management (MAS/MRM); and one in which students will earn both the Master of Science in Analytics degree and the Master of Science in Mathematical Risk Management (MSA/MRM). The programs provide 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.

Program Director: Daniel Bauer

Regulations for the Degree

All Master of Science students will complete the Business Communication Skills Requirement explained earlier in this section. The Summary of Regulations-Master Programs, also found earlier in this section, applies to the M.S. program with a major in mathematical risk management as do the regulations, policies and procedures given in Section 7 (Master enrollment). A maximum of 6 hours of transfer credit is permitted in this Master of Science in Mathematical Risk Management program. A maximum of 9 hours of transfer credit is permitted in the 50-hour dual degree programs.

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 32 semester hours required for the Master of Science in Mathematical Risk Management degree or the 50 semester hours required for the dual degree programs. 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 must have completed Corporate Finance (MBA 8135). This requirement can be waived if FI 3300 and FI 4000, or equivalent coursework, have been completed with grades of "C" or higher.

Behavioral Science: Students may satisfy this requirement with either principles of management (MGS 3400), sociology (SOCI 1101) or psychology (PSYC 1101).

Economics: Both macroeconomic principles (ECON 2105) and microeconomic principles (ECON 2106). Alternatively, both requirements can be satisfied by taking MBA 7035 Economics for Managers or the corresponding placement exam (see flex.robinson.gsu.edu/about/curriculum/placement-exam-option-mba-foundation-courses/).

Mathematics: Students 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: Students must have completed two semesters of undergraduate mathematical statistics (MATH 4751, MATH 4752). Alternatively, these requirements can be satisfied by taking ECON 8710 or MSA 8190.

Course Requirements: Master of Science Mathematical Risk Management

This section is applicable to students interested in the MS in Mathematical Risk Management. Students interested in the dual degree programs should go to Section 4 (MAS/MRM) or Section 5 (MSA/MRM) below.

a. Required Technical Support Courses (0-5)

The following courses must be completed within the first 18 hours of 8000-level course work.

- FI 8000 Valuation of Financial Assets (3)
- MRM 8000 Introduction to Analytical Programming and Numerical Methods (2)

Students who have completed equivalent coursework with a grade of "C" or higher must substitute an appropriate elective in consultation with the Mathematical Risk Management program director.

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 8630 Interest Rate Models (3)
- MRM 8640 Advanced Credit Risk Models (alternatively, students can take MRM 8620 Quantitative Risk Models)
- RMI 8370 Financial Risk Management (3)
- MSA 8200 Econometric Modeling for Analytics (3) (alternatively, students can take ECON 9720 Econometrics II)
- ECON 8780 Financial Econometrics (3)

c. Elective Courses in the Specialization (3-8)

Students should consult with the program director prior to beginning their elective coursework and may select from among the following courses.

- AS 8340 Life Contingencies (3)
- AS 8350 Insurance Mathematics (3)
- AS 8430 Loss Distributions and Credibility Theory (3)
- AS 8810 Actuarial Science Graduate Seminar (3)
- 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 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 faculty advisor, electives other than those shown above if they can demonstrate the course(s) will better meet their educational objectives.

Course Requirements: Dual Degree Master of Actuarial Science and Master of Science 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 Mathematical Risk Management. Students interested in the MS in Mathematical Risk Management should go to Section 3 above. Students interested in the dual degree program between the Master of Science in Analytics and the Master of Science in Mathematical Risk Management Program should go to Section 5 below.

a. Required Technical Support Courses (0-5)

The following courses must be completed within the first 18 hours of 8000-level course work.

- FI 8000 Valuation of Financial Assets (3)*
- MRM 8000 Introduction to Analytical Programming and Numerical Methods (2)

* 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 program director.

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 8630 Interest Rate Models (3)
- MRM 8640 Advanced Credit Risk Models (alternatively, students can take MRM 8620 Quantitative Risk Models)
- RMI 8370 Financial Risk Management (3)
- MSA 8200 Econometric Modeling for Analytics (3) (alternatively, students can take ECON 9720 Econometrics II)
- ECON 8780 Financial Econometrics (3)

c. Elective Courses in the Dual Degree Program (12-23 hours)

Students should consult with the program directors 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 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 both program directors for the dual degree program, electives other than those shown above if they can demonstrate the course(s) will better meet their educational objectives.

Course Requirements: Dual Degree Master of Science in Analytics and Master of Science in Mathematical Risk Management Program.

This section is applicable to students interested in the dual degree program Master of Science in Analytics and Master of Science in Mathematical Risk Management Program. Students interested in the MS in Mathematical Risk Management should go to Section 3 above. Students interested in the dual degree program between the Master of Actuarial Science and the Master of Science in Mathematical Risk Management Program should go to Section 4 above.

a. Required Technical Support Courses (0-5)

The following courses must be completed within the first 18 hours of 8000-level course work.

- FI 8000 Valuation of Financial Assets (3)*
- MRM 800o Introduction to Analytical Programming and Numerical Methods (2)

* 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 program director.

b. Required Courses in the Dual Degree Program (42 hours)

- CIS 8040 Database Management Systems (3)
- MSA 8010 Data Programming (3)
- MSA 8050 Unstructured Data Management (3)
- MSA 8100 Operations Research Models and Methods (3)
- MSA 8150 Machine Learning for Analytics (3)
- MSA 8200 Econometric Modeling for Analytics (3) (alternatively, students can take ECON 9720 Econometrics II)
- MSA 8300 Value Through Analytics (3)
- MRM 8320 Stochastic Risk Management Models (3)

- MRM 8600 Theory of Risk Sharing (3)
- MRM 8610 Financial Engineering (3)
- MRM 8630 Stochastic Interest Rate and Credit Models (3)
- MRM 8640 Advanced Credit Risk Models (alternatively, students can take MRM 8620 Quantitative Risk Models)
- RMI 8370 Financial Risk Management (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 program director.

c. Elective Courses in the Dual Degree Program (12-23 hours)

Students should consult with the program directors 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 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 program directors for the dual degree program, electives other than those shown above if they can demonstrate the course(s) will better meet their educational objectives.

Course Requirements: Dual Degree Master of Science in Analytics and Master of Science in Mathematical Risk Management Program.

This section is applicable to students interested in the dual degree program Master of Science in Analytics and Master of Science in Mathematical Risk Management Program. Students interested in the MS in Mathematical Risk Management should go to Section 3 above. Students interested in the dual degree program between the Master of Actuarial Science and the Master of Science in Mathematical Risk Management Program should go to Section 4 above.

a. Required Technical Support Courses (0-5)

The following course must be completed within the first 18 hours of 8000-level course work.

- FI 8000 Valuation of Financial Assets (3)*
- MRM 8000 Introduction to Analytical Programming and Numerical Methods (2)

* 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 program director.

b. Required Courses in the Dual Degree Program (42 hours)

- CIS 8040 Data Programming (3)
- MSA 8010 Data Programming (3)
- MSA 8050 Unstructured Data Management (3)
- MSA 8100 Operations Research Models and Methods (3)
- MSA 8150 Machine Learning for Analytics (3)
- MSA 8200 Econometric Modeling for Analytics (3) (alternatively, students can take ECON 9720 Econometrics II)
- MSA 8300 Value Through Analytics (3)
- MRM 8320 Stochastic Risk Management Models (3)
- MRM 8600 Theory of Risk Sharing (3)
- MRM 8610 Financial Engineering (3)
- MRM 8630 Interest Rate Models (3)
- MRM 8640 Advanced Credit Risk Models (3) (alternatively, students can take MRM 8620 Quantitative Risk Models)
- RMI 8370 Financial Risk Management (3)
- ECON 8780 Financial Econometrics (3)

c. Elective Courses in the Dual Degree Program (3-8 hours)

Students should consult with the program directors for the Master of Science in Analytics and Mathematical Risk Management programs prior to beginning their elective coursework and may select from among the following courses:

- Any of the 8000 level MSA elective classes
- AS 8340 Life Contingencies (3)
- AS 8350 Insurance Mathematics (3)
- AS 8430 Loss Distributions and Credibility Theory (3)
- AS 8810 Actuarial Science Graduate Seminar (3)
- 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 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 both program directors for the dual degree program, electives other than those shown above if they can demonstrate the course(s) will better meet their educational objectives.

Program of Study: Each student's program must be planned in consultation with the program director for the M.S. in mathematical risk management 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 program director 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.

Time Limit: The time limit for completing the MRM program is five calendar years from the first semester a course in section 3-6 (above) is taken.

7205 Master of Science in Analytics

Dr. Yusen Xia, Program Director

The mission of the Master of Science in Analytics is to educate students how to acquire, organize and model data sets in order to formulate the questions that guide decision-making in corporate and non-corporate settings. Graduates are ideal candidates for the range of technical data-driven positions in a variety of industries/businesses currently emerging such as data scientist, quantitative marketing analyst, credit risk analyst, predictive modeler, health informatics, web analytics. Please see program website for more details.

Regulations for the Degree

All M.S. in Analytics 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 M.S. in Analytics program. A maximum of 6 semester hours of transfer credit is possible in this 32-hour program.

Foundation Requirements

These courses are in addition to the 32 hours required for the M.S. in Analytics. They are assigned as part of the admissions process based on a review of each student's transcripts. They can be exempted if equivalent work has been previously completed with grades of C or higher, or as deemed suitable by the MSA Admission Committee.

Accounting: financial and managerial accounting principles (MBA 8025, or ACCT 2101 & ACCT 2102)

Behavioral Science: Management principles (MBA 8165, or MGS 3400). Students may satisfy this requirement with either management (MGS 3400), sociology (SOCI 1101), or psychology (PSYC 1101) principles.

Economics: 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). Students who have only completed one semester of calculus could be conditionally admitted and get full admission after taking MSA 8000 Mathematical Foundations for Analytics.

Statistics: Students must have ECON 8710 or completed two semesters of undergraduate mathematical statistics (MATH 4751, MATH 4752).

Course Requirements: The Master of Science in Analytics

a. Required Courses (23 hours):

- MRM 8000 Introduction to Analytical Programming and Numerical Methods (2)
- CIS 8040 Database Management Systems (3)
- MSA 8050 Unstructured Data Management (3)
- MSA 8100 Operations Research Models and Methods (3)
- MSA 8010 Data Programming for Analytics (3)
- MSA 8150 Machine Learning for Analytics (3)
- MSA 8190 Statistical Foundations for Analytics (3)
- MSA 8200 Econometric Modeling for Analytics (3)

b. Elective Courses (9 hours):

Students will select at least two elective courses. These courses will either be in an application area of interest or the student can deepen their technical skill development. The faculty adviser for M.S. in Analytics must individually approve electives. Examples of possible electives include the following:

- CIS 8020 Systems Integration (3)
- CIS 8100 Management of Information Systems (3)
- CIS 8200 Information Systems Strategy (3)
- CIS 8401 Mobile Applications Development (3)
- ECON 8780 Financial Econometrics (3)
- FI 8000 Valuation of Financial Assets (3)
- FI 8200 Financial Derivatives (3)
- FI 8260 Hedge Fund Strategies (3)
- FI 8320 Corporate Financial Strategy (3)
- HA 8160 Health Care System (3)
- HA 8550 Health Planning and Financial Management (3)
- HA 8620 Operations Management and Quality in Health Care (3)
- HA 8670 Health Information Systems (3)
- HA 8750 Health Analytics (3)

- MK 8010 Marketing Metrics (3)
- MK 8705 Digital Marketing Analytics (3)
- MK 8715 Brand and Consumer Analytics (3)
- MK 8730 Marketing Engineering (3)
- MRM 8610 Financial Engineering (3)
- MRM 8620 Quantitative Financial Risk Models (3)
- MGS 8110 Applied Regression Analysis (3)
- MGS 8730 Project Management (3)
- MGS 8740 Operations Strategy (3)
- RCB 8040 Competing on Analytics and Organizational Knowledge (3)
- RMI 8050 Risk Management Modeling (3)
- RMI 8300 Predictive Risk Models (3)

Program of Study

Any changes in the program must be approved by the faculty adviser and a copy of the changes sent to the GRSS.

Time Limit

The time limit for completing the M.S. in Analytics program is five years from the first semester a course in section a, or b (above) is taken.

7210 Master of Science in Health Administration

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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 specialized skills in areas of business or healthcare administration, including health information systems and data analytics. PMBA and other graduate degree students may apply for 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.

Admission to the M.S.H.A. degree program may occur 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

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.

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. See section 7110.10 for the foundation requirements for this degree.

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 8670 Health Information Systems (3)
- HA 8990 Strategic Management in Health Care (3)
- HA 8680 Care Management and Delivery Systems (3)

c. Concentration (12 hours). A Health Administration concentration may be taken as listed below; an approved selected concentration may be taken such as: 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 MBA concentration.

Health Administration: This concentration includes the following four health administration courses: HA 8440 Executive Leadership in Healthcare, HA 8550 Healthcare Financial Management and Planning, HA 8700 Health Services Research and Data Mining, and HA 8750 Predictive Analytics in Healthcare

The cohort MSHA program requires the following twelve courses:

- HA 8160 Health Care System
- HA 8190 Health Policy & Ethics
- HA 8250 Health Econ & Financing
- HA 8670 Health Info Systems
- HA 8620 Operations Management & Quality in Health Care
- HA 8440 Exec Leadership in Health
- HA 8550 Health Financial Management & Planning
- HA 8700 Health Services Research & Evaluation Methods
- HA 8450 Legal Environment of Health Care
- HA 8990 Strategic Management in Health Care
- HA 8750 Predictive Analytics in Healthcare
- HA 8680 Care Management & Delivery Systems

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 Recruiting and 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 Recruiting and Student Services by comparing courses taken with the foundation courses assigned at admission and the degree requirements stated above. Students 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.

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 an MSHA or MBA/MHA degrees or a JD degree at Georgia State University or at another institution are not eligible for 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 6 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 3 hours of legal externship courses in the healthcare area may be substituted for the required HA residency course, HA 8810.

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 MBA/MHA 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 five (5) 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

Balasubramaniam Ramesh, Program Director

The Master of Science in Information Systems (MSIS) 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 optional concentrations in their programs of study, will be prepared for careers in specific areas such as information systems management; health informatics; or information technology consulting, project management, database management, and systems development.

The MSIS program is usually offered only as a cohort program.

Regulations for the Degree

The regulations, policies, and procedures given in the "Master's Enrollment" and "Master's Programs" sections of this chapter apply to the Master of Science in Information Systems students. A maximum of 12 hours of transfer credit is permitted in this 36-hour program.

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.

a. **Foundation Courses**. In addition to the Foundation Requirements in section 7110.10, the MSIS degree program foundation includes successful completion of the programming courses CIS 3260 Introduction to Programming and CIS 3270 Application Programming. The requirements for CIS 3260 and CIS 3270 may be waived upon approved evidence of equivalent accredited undergraduate coursework with a grade of at least C or successful completion of approved online courses and exams in programming as directed by the CIS Graduate Program Coordinator.
b. **Required Courses** in Computer Information Systems (12 hours). These comprise the "MSIS Core":
    - CIS 8000 or MIT 8000 Information Technology Project Management (3)
    - CIS 8010 or MIT 8010 Process Innovation (3)
    - CIS 8080 or MIT 8080 Security and Privacy of Information and Information Systems (3)

- CIS 8090 or MIT 8090 Enterprise Architecture (3)
- **Elective Courses** in Computer Information Systems and Related Fields: Any 8000 level CIS or MIT or MSA or HA graduate courses may be used to satisfy the electives requirements subject to approval by the MSIS faculty advisor.
- **Capstone Requirement** (3-6 hours), selected from:
  - CIS 8391 Field Study in Computer Information Systems (0-6)
  - MIT 8990 IT Management Capstone Project (0-6)
  - CIS 8990 M.S. C.I.S. Thesis Research (0-6)
- **Optional concentrations available within the MSIS**

Subject to availability, MSIS students are expected to do full-time or part-time field study in the last two semesters in the program. MSIS students are required to begin their field study in the semester preceding the one in which they will graduate.

Students may complete the MSIS by meeting the requirements *(2.a.)* through *(2.d.)* above. Subject to course availability, students may additionally qualify for the following concentrations by substituting the below required courses in the concentration in place of Elective Courses detailed in *(2.c.)* above.

MSIS with a Concentration in Information Technology: The MSIS with a concentration in Information Technology is usually offered as a year-long cohort program. The purpose of the Master of Science in Information Systems program is to produce graduates who are able to combine business knowledge with the latest information systems tools and techniques. Graduates will be prepared for careers in a variety of areas such as systems development, information systems managements, consulting, project management, software quality management, database management, security and privacy, and business process design. Required courses for this concentration:

The MSIS Core (12 hours):

- CIS 8000 Information Technology Project Management (3)
- CIS 8010 Process Innovation (3)
- CIS 8080 Security and Privacy of Information and Information Systems (3)
- CIS 8090 Enterprise Architecture (3)

The MSIS IT Concentration Core (12 hours)

- CIS 8040 Fundamentals of Database Management Systems (3)
- CIS 8025 Mobile Application Development (3)
- CIS 8630 Business Computer Forensics and Incident Response (3)
- CIS 8670 Enterprise Resource Planning Systems: Implementation and Management (3)
- CIS 8391 Field Study in Computer Information Systems (3)
- Elective Courses in Computer Information Systems and Related Fields as detailed in *(2.c.)* above (9).

MSIS with a Concentration in Big Data Management and Analytics: The MSIS with a concentration in Big Data Management and Analytics is usually offered as a cohort program intended to prepare students for executive careers in the management and use of both structured and unstructured data. Required courses for this concentration:

The MSIS Core (12 hours):

- CIS 8000 Information Technology Project Management (3)
- CIS 8010 Process Innovation (3)
- CIS 8080 Security and Privacy of Information and Information Systems (3)
- CIS 8090 Enterprise Architecture (3)

The MSIS Big Data Management and Analytics Concentration Core (15 hours):

- CIS 8040 Fundamentals of Database Management Systems (3)
- CIS 8045 / MSA 8050 Unstructured Data Management (3)
- CIS 8005 / MSA 8010 Data Programming for Analytics (3)
- CIS 8695 Managing Big Data for Analytics (3)
- CIS 8795 IT Infrastructure for Big Data (3)
- CIS 8391 Field Study in Computer Information Systems (3)
- Elective Courses in Computer Information Systems and Related Fields as detailed in *(2.c.)* above (6).

MSIS with a Concentration in Health Informatics: The MSIS with a concentration in Health Informatics is usually offered as a cohort program intended to prepare students for executive careers in the management of information resources in support of medical services and administration within the healthcare industry. Required courses for this concentration:
The MSIS Core (12 hours):

- CIS 8000 Information Technology Project Management (3)
- CIS 8010 Process Innovation (3)
- CIS 8080 Security and Privacy of Information and Information Systems (3)
- CIS 8090 Enterprise Architecture (3)

The MSIS Health Informatics Concentration Core (15 hours):

- CIS 8040 Fundamentals of Database Management Systems(3)
- CIS 8070 Mobile Health: Technologies and Applications (3)
- HA 8160 Introduction to the Health Care System (3)
- HA 8670 Health Information Systems (3)
- HA 8740 Health Analytics (3)
- CIS 8391 Field Study in Computer Information Systems (3)
- Elective Courses in Computer Information Systems and Related Fields as detailed in *(2.c.)* above (6).

MSIS with a Concentration in Enterprise Systems: The MSIS with a concentration in Enterprise Systems is usually offered as a cohort program intended to provide students with the knowledge needed for careers in organizations that use ERP systems to support key business processes. Required courses for this concentration:
The MSIS Core (12 hours):

- CIS 8000 Information Technology Project Management (3)

- CIS 8010 Process Innovation (3)
- CIS 8080 Security and Privacy of Information and Information Systems (3)
- CIS 8090 Enterprise Architecture (3)

The MSIS Enterprise Systems Concentration Core (15 hours):

- CIS 8040 Fundamentals of Database Management Systems (3)
- CIS 8670 Enterprise Resource Planning Systems: Implementation and Management (3)
- CIS 8672 ERP Business Scenario and Process Analysis(3)
- CIS 8674 ERP Customization (3)
- CIS 8676 ERP Technologies (3)
- CIS 8391 Field Study in Computer Information Systems (3)
- Elective Courses in Computer Information Systems and Related Fields as detailed in *(2.c.)* above (6).

MSIS with a Concentration in Cybersecurity: The MSIS with a concentration in Cybersecurity is usually offered as a cohort program intended to prepare students for executive careers in the areas of privacy and security of information and information systems. Required courses for this concentration:

The MSIS Core (12 hours):

- CIS 8000 Information Technology Project Management (3)
- CIS 8010 Process Innovation (3)
- CIS 8080 Security and Privacy of Information and Information Systems (3)
- CIS 8090 Enterprise Architecture (3)

The MSIS Cybersecurity Concentration Core (15 hours):

- CIS 8040 Fundamentals of Database Management Systems (3)
- CIS 8085 Information and Information Systems Risk Management (3)
- CIS 8086 Protecting Information Assets (3)
- CIS 8088 Network Security and Hacking (3)
- CIS 8394 Advanced Topics in Cybersecurity (3)
- CIS 8391 Field Study in Computer Information Systems (3)
- Elective Courses in Computer Information Systems and Related Fields as detailed in *(2.c.)* above (6).

MSIS with a Concentration in Management of Information Technology: The MSIS with a concentration in Management of Information Technology is usually offered in executive format (See Section 7225 for details)

Program of Study/Course Prerequisites. With the exception of cohort-enrolled students, 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 MSIS 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 graduate catalog to determine if they have met the prerequisites for any course to be taken.

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.

For additional information, please visit the following website: cis.robinson.gsu.edu/academic-programs/ms-is/.

7220.10 4 + 1 Programs
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.

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

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Applications are no longer being accepted for this program.

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.

Required Courses in the MSIS MIT

The MSIS Core (12 hours)

- MIT 8000 Information Technology Project Management (3)
- MIT 8010 Process Innovation (3)
- MIT 8080 Security and Privacy of Information and Information Systems (3)
- MIT 8090 Managing Enterprise Systems (3)

The MIT Concentration Core (1 hours)

- MIT 8070 Mobile and Wireless Information Systems (3)
- MIT 8100 Management of Information Services (3)
- MIT 8200 Information Systems Strategy (3)
- MIT 8210 Global Systems Sourcing (3)
- MIT 8299 Finance and Accounting for Information Systems (3)
- MIT 8699 Organizational Change Management (3)
- MIT 8990 IT Management Capstone Project (3-6)

Elective Courses in Computer Information Systems and Related Fields as detailed in *(c.)* above (0-3).

For additional information, please visit the following website: http://cis.robinson.gsu.edu/academic-programs/executive-ms-mit/.

7230 Master of Science in Information Systems Audit and Control

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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 the CISA exam 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

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 6 hours of transfer credit is permitted in this 30-hour program.

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 catalog.gsu.edu.

a. Foundation Courses:

The following foundation courses are required in addition to the Specialized Master's Foundation Requirements listed in Section 7110.20:

None

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. 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 MSISAC program coordinator.

Accounting

ACCT 2101 and ACCT 2102 Financial and Managerial Accounting Principles

Computer Information Systems

CIS 3300 Analyzing business systems or equivalent or an approved online course in Systems Analysis as directed by the MSISAC program coordinator

CIS 3730 Database Management Systems or an approved online course in Database Management Systems as directed by the MSISAC program coordinator

c. Required Courses (30 hours):

COURSES/Credit hours

Required Graduate Courses

- CIS 8000 Information Technology Project Management (3)
- CIS 8085 Information and Information Systems Security Risk Management (3)
- CIS 8086 Protecting Information Assets (3)
- CIS 8630 Business Computer Forensics and Incident Response (3)
- CIS 8690 Advanced Topics in Information Systems (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 on Internal Auditing (3)

Graduate Elective (3 hours)

- Any CIS 8*** or ACCT 8*** level elective (1-3)
- CIS 8391 Field Study in Computer Information Systems (0-6)
- CIS 8388 Capstone Project (3)
- ACCT 8391 Field Study in Accounting (3)

7300 Master of Science in Real Estate

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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

Course Requirements: The Master of Science in Real Estate degree consists of 30 semester hours of course work numbered 8000 and above. Previous graduate real estate coursework successfully completed at the Robinson College of Business will be evaluated and up to six hours credit toward the required or elective courses in the major (section "b" or "c" below) may be awarded to entering students. A maximum of six hours of transfer credit is permitted in this 30-hour program. 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: See section 7110.10 for the foundation requirements for this degree.

b. Required Courses in the Major (21 hours):

- RE 8020 Real Estate Investment Analysis (3)
- RE 8030 Real Estate Financing (3)
- RE 8050 Real Estate Development (3)
- RE 8060 Applied Real Estate Market Analysis (3)
- RE 8090 Real Estate Case Analysis (3)
- RE 8100 Strategic Management of Real Property in the Corporate Environment (3)
- RE 8400 Advanced Real Estate Investment Analysis (3)

c. Elective Courses (9 hours): Students may choose as electives any three 8000 level RE prefixed courses or appropriate courses from an approved list available from the Department of Real Estate.

Program of Study/Course Prerequisites: Each student's program of study must be planned in

consultation with the MSRE program director or a designee of the director 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.

Time Limit. The time limit for completing the M.S.R.E. program is five years from the first semester a course in section "b" or "c" (above) is taken.

7310 Master of Taxation

Tad Ransopher, Program Director, 404-413-7229, acctdr@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 College 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 complete the 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.

7310.20 Regulations for the Degree

The regulations, policies and procedures given in the "Master's Enrollment" and "Master's Programs" sections of this chapter apply to the MTAX. program.

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 catalog.gsu.edu.

Accounting: Financial accounting principles ACCT 2101 or MBA 8025 or managerial accounting principles ACCT 2102 or MBA 8115.

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 [ECON2105] or microeconomic principles ECON 2106. ECON 2106 is preferred.

Mathematics: College algebra MATH 1111.

Statistics: MATH 1070.

Taxation: ACCT 4510.

b. Courses in Taxation (30 hours)

Students will take ten of the following courses, including six required courses totaling 18 hours. In addition, students will take four other courses totaling 12 hours. Program administrators will ensure that students take the courses in the appropriate sequence, e.g., the TX 8020 and TX 8030 must be the first two courses taken if a student takes only two courses the first semester in the program.

- 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 8100 Taxation of Property and Securities Transactions (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 8320 Income Tax Accounting Periods and Methods (3)***
- TX 8391 Field Study in Taxation (3)
- TX 8510 Issues in Individual Tax (3)

*** Required courses

Advisement/Course Selection: The MTAX program coordinator and graduate academic advisor are available to students for consultation and guidance as needed. Students are encouraged to contact the coordinator and/or advisor 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.

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 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.

Time Limit: The time limit for completing the MTAX program is five years from the first semester a

course in the program.

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 concentration 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

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 concentration in risk management and insurance (enterprise risk management specialization)

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.

Awarding the Certificate. After completing the requirements for the certificate according to these regulations, the student must make a written request to the academic advisor in Graduate Recruiting and Student Services to have the certificate awarded. The academic advisor then reviews the student's record. If all requirements have been met, a request for the certificate on behalf of the student will be sent to the registrar's office.

7335 Graduate Certificate in Information Systems

Dr. Bala Ramesh, Program Director, 404-413- 7372, bramesh@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

We are no longer accepting applications for this certificate program at this time.

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

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.

Course Requirements

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)

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 Asset and Wealth Management (2)
- FI 8000 Valuation of Financial Assets (3)
- RMI 8200 Life Insurance (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

We are no longer accepting applications for this certificate program at this time.

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 master's 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)
- MK 8720 Data Driven Marketing (DDM)

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.

Contact Dr. Alok Saboo for further information: asaboo@gsu.edu.

7356 Graduate Certificate in Strategic Sales Leadership

Kent Christopher Lemley, Program Director, 404-413-7668, clemley@gsu.edu

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 in Strategic Sales Leadership, students must complete the following 2 courses:

- MK 8330 Strategic Selling
- MK 8340 Strategic Sales Leadership

And two or more of the following related electives:

- MK 8510 Business to Business Marketing
- MK 8710 Customer Relationship Management
- MGS 8430 Negotiation
- MGS 8425 Coaching For Leadership

Prerequisite for all courses: MBA 8145 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 an overall grade point average (GPA) of 3.0 in all courses taken as part of this certificate.

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: edb.robinson.gsu.edu/
Email: lgrabowski1@gsu.edu

Louis J. Grabowski, MBA, EDBA, 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 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 required to understand and address contemporary business problems.

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.

Conduct

All EDB 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.

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 edb.robinson.gsu.edu/. 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.

Interview/Additional Information

As part of the review of an applicant's file, an interview or additional information is often required. In these instances, applicants will be contacted to schedule an interview or to provide additional information.

International Applicants

Applications from international applicant are accepted.

TOEFL: An international applicant whose native language is not English may be required to 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 EDB 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.

EDB Program of Study

Year 1

Fall Semester
(9 credit hours)

- EDB 9000 Leadership to Create Human Value
- EDB 9020 Philosophy and Practice of Engaged Scholarship

- EDB 9050 Qualitative Research I

Spring Semester
(9 credit hours)

- EDB 9080 Quantitative Research I
- EDB 9070 Qualitative Research II
- EDB 9140 Laboratory for Business Driven Research

Year 2

Fall Semester
(9 credit hours)

- EDB 9030 Theory and Practice of Managing Organizations
- EDB 9100 Quantitative Research II
- EDB 9140 Laboratory for Business Driven Research

Spring Semester
(9 credit hours)

- EDB 9040 Emerging Markets and Global Models for Business
- EDB 9060 Global Economic Systems & Issues
- EDB 9170 Dissertation (3 credit hours)

Year 3

Fall Semester
(9 credit hours)

- EDB 9110 Influences and Limitations on Executive Decision Making
- EDB 9170 Dissertation (6 credit hours)

Spring Semester
(9 credit hours)

- EDB 9120 Evidence Based Management
- EDB 9150 Creating and Disseminating Research Knowledge
- EDB 9170 Dissertation (3 credit hours)

Academic Regulations

I. Scholastic Warning and Termination

a. Each student must maintain a 3.00 doctoral GPA ("B" average). The doctoral grade-point average (GPA) is defined as the GPA for all EDB courses numbered 9000 or higher taken after admission to the EDB program. A student whose doctoral GPA falls below 3.00 is on "scholastic warning." After being placed on

scholastic warning, a student must attain a 3.00 doctoral GPA within two consecutive calendar semesters; otherwise the individual will be terminated from EDB studies in the Robinson College of Business. The doctoral GPA could differ from the GPA calculated by the university and reported on the student's official transcript, since the university GPA would also include the grades from any graduate courses numbered 6000 or above taken at Georgia State University before admission to the EDB program. b. A student who has been terminated from the EDB program will not be permitted to reapply to or reenter the program.

II. Standards of Performance

The requirements and regulations listed in this catalog refer to minimum standards of performance. The program 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, the directors of the EDB program may require that the student withdraw from EDB study. To continue in the program, a student must make reasonable and timely progress toward the degree in terms of coursework completed.

Continuous Enrollment

Beginning with the semester of acceptance, an EDB student must register for a full load each semester (excluding summer semester unless the student has completed all coursework) 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. EDB 9171, Dissertation Seminar, may be used to satisfy this requirement until the student has passed the final dissertation defense. Students who fail to meet the continuous enrollment requirement are subject to withdrawal from EDB studies in the Robinson College of Business.

Re-entry

As stated in the previous section concerning continuous enrollment, students must enroll for a full course load each semester (excluding summers). Any absence from the program must be approved through the academic director. Students who leave the program without an approved request or who do not fulfill the terms of an approved request for an absence may not be allowed to re-enter the program. Any student who is not registered for one calendar year must file a re-entry application with the Registrar's Office. Students must be mindful of the deadline for this application. There is a charge to file a re-entry application. As previously stated, reentry approval is not automatic and the student should check with the EDB Program Office if considering re-entry.

III. The Dissertation

The purpose of the dissertation is for the EDB candidate to demonstrate ability to conduct research leading to a significant contribution in a chosen area of inquiry. Before a student begins to collect any primary data from human subjects, the student must make sure that all data collection, including surveys, is 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://ursa.research.gsu.edu/ursa/compliance/human-subjects/.

IV. The Dissertation Committee

The Dissertation Committee consists of a chair plus a minimum of two members. The committee, and any subsequent change in its membership, is appointed by the academic director of the EDB program. Faculty from institutions other than Georgia State may serve as members of the committee, but at the time of the initial formation of the committee, there must be at least two Georgia State faculty on the committee. At least two committee members must be in good standing with respect to Georgia State 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. When the student is ready to begin the initial work on the dissertation, he or she should first discuss with the EDB academic director the names of potential faculty who would be the most appropriate chair of the Dissertation Committee. Only after the EDB academic director 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 remaining committee members to the EDB academic director.

Dissertation Proposal Defense

Prior to admission to candidacy for the degree, a dissertation proposal defense must be held. After the student completes a written proposal that the Dissertation Committee deems to be ready for final defense, a dissertation proposal defense will be held before the Dissertation Committee.

The student's dissertation proposal should include a summary of the following: the purpose of the study; the nature of the subject to be investigated and its importance; a brief review of the literature; the theory, if any, to be developed; the empirical methodology, techniques, and data sources, if any, to be used; the nature of the hypotheses to be developed or tested, where appropriate; and a time frame for completion of the dissertation.

The proposal defense will be open to all interested faculty and doctoral (EDB 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 EDB 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 two weeks 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

student will inform the EDB Program Office of the scheduled 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 EDB Program Office. Unanimous approval is required. Guidelines for the dissertation are available from the EDB Program Office and on the EDB website at http://phd.robinson.gsu.edu/ph-d-students/online-student-handbook/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 Scholarworks Digital Archive Library. Written approval from the chair/co-chairs must be sent to the EDB Program Office. Once the approval is received by the EDB 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.

V. 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. 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 EDB Program Office. Unanimous approval is required. An electronic copy of the dissertation must be submitted to the EDB Program Office two weeks prior to the anticipated date of graduation.

Time Limits for the Degree

The time limits specified below 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 within the intended three years of study:

- All coursework on the program of study in the EDB program must be completed within four years from the semester of entry into the EDB program.
- All requirements for the EDB degree, including the dissertation, must be completed within five years from the semester of entry into the EDB program.
- Additional tuition will be required for any program of study in the EDB program, including the dissertation, beyond three years.

7360 Ph.D. Program

Ph.D. Program Office

831 RCB Building
404-413-7070
Program website: robinson.gsu.edu/phd/
Email: rcbphd@gsu.edu

Lisa Schurer Lambert, PhD., Director of the Ph.D. Program
Adenike Brewington, MS., 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

The specialization in international business is available to Ph.D. students majoring in any business major.

7360.15 Ph.D. Program Operation

The Ph.D. 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 January 8.

The Ph.D. application is an online electronic application. Visit phd.robinson.gsu.edu/admissions/ and select the link to "Apply Online." 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 that 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.

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 2016-2017 year, an unmarried student coming to the U.S. without dependents is required to show resources totaling approximately $48,586 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. The Immunization Form can be obtained from the Georgia State University Health Services Office.

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 and the unit's Ph.D. coordinator 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 the Student Accounts website: sfs.gsu.edu/tuition-fees/student-health-insurance/.

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 Teaching Fellow Appointment

A teaching fellow is appointed for one academic year at a time. Appointment as a teaching fellow 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 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

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. Program 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). Students who are visa holders should discuss their status with the Office of International Student and Scholar Services.

1. 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. program and their Ph.D. Coordinator for recommendations on overcoming deficiencies.

III. Major Field (18 semester hours)

Hours of Course work. 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.

1. 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(3)
2. Research Design: MGS 9940(3)
3. Regression: MGS 9950(3)
4. Multivariate Data Analysis: MGS 9960(3)
5. Elective: research methods/theory development course: BA 9260; BA 9280; BA 9300; or a course may be from the student's major field and department (3)
6. Free Electives or Secondary Area (9 semester hours)
7. 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.

8. 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.
9. 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 semester or overall 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 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) until graduation. Summer enrollment is mandatory if required by the Ph.D. faculty coordinator, if the student is receiving a GRA/GTA, and for certain visa holders. 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 of Business.

Re-entry

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 re-

enter the program. Any student who is not registered for one calendar year must file a re-entry application with the Ph.D. Program Office. Students must be mindful of the deadline for this application. There is a charge to file a reentry application. As previously state, re-entry approval is not automatic and the student should check with the Ph.D. Program Office if considering re-entry.

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 Ph.D. 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 ursa.research.gsu.edu/ursa/compliance/human-subjects/ .

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 essay(s) or paper(s) 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. 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 chair must be tenured and from the home department. If the chair is not tenured, the co-chair must be tenured. 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 three 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, which should include at least one of the committee member 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 a month 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 phd.robinson.gsu.edu/ph-d-students/online-student-handbook/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 Scholar Works. Written approval from the chair/co-chairs must be sent to the Ph.D. Program Office. Once the approval is received by the Ph.D. 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 registrar.gsu.edu/graduation. 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 School of Public Health

Graduate programs in the School of Public Health are described in detail in this chapter. See subsections for specific program information as well as policies and procedures. Information about the Bachelor of Science (B.S.) in public health is available in the School of Public Health section of the undergraduate catalog. Interested students should visit the School of Public Health website at publichealth.gsu.edu for updates on our degree offerings.

About the School of Public Health

The School of Public Health (SPH) is a multi-disciplinary, research-based unit, drawing upon partnerships with community members and organizations, dedicated to the mission of advancing health through leadership, scholarship, research and service to better the human condition and promote the common good, especially for urban communities and for global populations. The School of Public Health achieves this mission by applying existing scholarship within Georgia State University 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).

Office of the Dean
848 Urban Life Building
404-413-1130
publichealth.gsu.edu

Michael P. Eriksen, Dean
Rodney Lyn, Associate Dean for Academic Affairs
and Interim Director, Division of Health Management and Policy
Richard Rothenberg, Associate Dean for Research and Faculty Development
Frederic Grant, Assistant Dean for Finance and Administration
Shannon Self-Brown, Doctoral Program Director
Kim Ramsey-White, Director of Undergraduate Programs
Ike Okosun, Interim Director, Division of Epidemiology and Biostatistics
(Vacant), Interim Director, Division of Environmental Health
Daniel Whitaker, Interim Director, Division of Health Promotion and Behavior

Core Faculty

Baggett, Barger, Casanova, Chowell, Crimmins, Dai (joint faculty), Dube, Eriksen, Fang, Fuller, Graybill, Greenwald, Hayat, Huang, Huddleston, Il'Yasova, Lai, Luo, Lutzker, Lyn, Magee, Masyn, Mobley, Okosun, Owen-Smith, Parker, Popova, Pratt, Ramsey-White, Roach (joint faculty), Roblin, Rothenberg, Salazar, Self-Brown, Shanley-Chatham, Smith, Spears, Stauber, Sterling, Steward, Strasser, Swahn,

Watson-Wright, Weaver, Whitaker, Wilkin (joint faculty), and Wright (joint faculty).

8000.10 Accreditation

In June 2016, The Council on Education for Public Health (CEPH) Board of Councilors accredited the SPH at Georgia State University. The school received a 'met' finding, the highest possible, on all criteria evaluated and the school's initial school-level accreditation is for a five-year

The SPH Master of Public Health (MPH) program has been accredited since 2007, and was re-accredited in 2012 for a seven year period (2012-2019). The School began the rigorous process to transition from its MPH *program-level* only accreditation to its new full *school-level* accreditation in 2013. This recent CEPH decision to accredit SPH at the school-level is the culmination of that three-year process that involved the efforts of faculty, staff, students, alumni, and community partners. CEPH is an independent agency recognized by the U.S. Department of Education to accredit schools of public health and public health programs outside schools of public health.

8000.20 Mission, Vision, Values and Goals

The School 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, especially for urban communities and for global populations.*

The School'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."

Six values were determined in a School-wide review process. All values were developed with input from the administration, faculty, staff and students and are reaffirmed or revised during each subsequent review process. The values are succinct and specific in nature and are reflected in faculty, staff and students' instruction, service and learning activities. The values are:

1. Scholarship and inquiry
2. Human rights and social justice
3. Diversity in multicultural and multiethnic environments
4. Integrity, accountability and transparency
5. Leadership, innovation and transformation
6. Healthy, sustainable social environments

The goals of the School of Public Health are to:

1. Prepare students to use multi-disciplinary skills to address contemporary public health problems.
2. Advance public health sciences and our understanding of the causes and prevention of disease.
3. Promote service activities and initiatives by implementing community-based projects, educating professional and lay audiences, and collaborating with the public health workforce to advance health promotion and disease prevention.

Measurable objectives related to each goal may be found on the SPH website or in student handbooks.

Note: At Catalog press-time, the SPH was revisiting its mission, vision, values and goals. The most recent information can be found on the SPH website.

8000.30 Degrees and Certificates Offered

The School of Public Health offers the following graduate programs:

- Doctor of Philosophy in Public Health
- Master of Public Health
- Graduate Certificate in Public Health

8000.40 Research Centers and Initiatives

The Mark Chaffin Center for Healthy Development
14 Marietta Street NW, 2nd Floor
404-413-1281
families.publichealth.gsu.edu/

The Mark Chaffin 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). In 2011 CHD welcomed Prevent Child Abuse Georgia, a state chapter of Prevent Child Abuse America, which will provide a statewide direction to promote healthy children and develop strong families through community resources, public awareness, prevention programs, research, and advocacy activities. The center was designated a university-level research center in 2015, and its name honors and memorializes Dr. Mark Chaffin (1952 – 2015), a pre-eminent scholar in child maltreatment, parenting, implementation science and services for disadvantaged people and populations with disabilities.

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). PCA Georgia is funded by a grant from the Governor's Office for Children and Families, the Arthur M. Blank Family Foundation, and other sources. The general mission of the CHD is to promote the health, safety, well-being, and quality of life of children, adults, and families with and without disabilities through research, service, advocacy, and to prevent child maltreatment.

The Community Research Center (CRC)
75 Piedmont Ave, Suites 904-906
404-413-1147

The Community Research Center is a focus for expertise in working with citizens and organizations within disadvantaged communities. It currently manages a number of research projects and interventions on HIV/AIDS and related issues. The Center has established a strong presence in the community, and builds

partnerships with community organizations for training, conducting community-based participatory research, and local capacity building.

Partnership for Urban Health Research
848 Urban Life Building
404-413-1137
urban.publichealth.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.

Tobacco Center of Regulatory Science
847 Urban Life Building
404-413-1142
tcors.publichealth.gsu.edu/

Georgia State University's School of Public Health has been named one of 14 Tobacco Centers of Regulatory Science (TCORS) by the National Institute of Health (NIH) and the Food and Drug Administration (FDA). Along with major partners – the University of Illinois, Chicago and RTI International, the Georgia State University TCORS focuses on both the human and economic factors that contribute to decision making related to tobacco products. Funded through a five-year, $19 million grant, the Georgia State University project is titled "The Science of Decision Making: Connecting People and Policy."

The Policy Leadership for Active Youth (PLAY)
848 Urban Life Building
404-413-1133
publichealth.gsu.edu/research-2/policy-leadership-for-active-youth/

Policy Leadership for Active Youth (PLAY) is a policy research initiative of the Georgia State University School of Public Health in partnership with the Georgia Center for Obesity and Related Disorders (GCORD) of the University of Georgia and Medical College of Georgia focused on engaging multiple sectors. Supported by Healthcare Georgia Foundation, the major focus of PLAY is connecting emerging evidence around childhood overweight and obesity to prevention and reduction activities occurring throughout Georgia.

8000.50 Academic Resources and Services

Office of Academic Assistance and Career Services

1 Park Place, Suite 640
404-413-1452

publichealthadvising@gsu.edu

Contacts:

Denise Gouveia, Director
Vanessa Thomas-Meikle, Assistant Director
Lynette Reid, Admissions Coordinator
Jessica Pratt, Practicum and Career Coordinator
Gina Sample, Graduate Advisor
(Vacant), Undergraduate Advisor
Esther Singh, Administrative Assistant

The Office of Academic Assistance and Career Services (OAA) provides the SPH current and prospective students with comprehensive student support services to promote academic and career success.

Advising and Academic Assistance

publichealth.gsu.edu/students/academic-advising/

For students in the Master of Public Health (MPH) program, academic advisement is provided using a two -pronged approach. The Graduate Advisor in OAA provides guidance on administrative matters such as program of study advisement, degree petition process, thesis/capstone registration, graduation, and referral to other student support services on campus. The School of Public Health faculty serve as faculty mentors, and students are encouraged to talk to their mentors about how to select a concentration, determining which course electives make sense for future career goals, exploring research interests and opportunities, developing professional networks, and serving on thesis or capstone committees. MPH and GCPH students are not assigned a faculty advisor but are instead encouraged to develop multiple mentoring relationships with SPH faculty.

Doctoral students are assigned a Faculty Advisor and build a Doctoral Advisory Committee; however, they are also encouraged to develop multiple mentoring relationships with other SPH faculty, the Doctoral Program Director, and even the OAA Graduate Advisor as they navigate doctoral program administrative matters.

Career Services

publichealth.gsu.edu/students/career-resources/

The School of Public Health provides public health specific career support and leadership development services to all current SPH students and alumni. Students are invited to attend our career events and workshops as well as meet with our SPH Career Coordinator to discuss individual career questions. Career Services can help students with resume writing, interviewing, job searching, internship development, and networking.

Public Health Student Life

The Office of Academic Assistance and Career Services (OAA) also supports all SPH student clubs and

organizations – students are encouraged to read about the various groups within the college, and join one while being enrolled in the SPH: publichealth.gsu.edu/student-life.

Biostatistics Student Lab

Location: Room 659, Urban Life Building, 140 Decatur Street

The purpose of the Biostatistics Computer Lab is to provide Georgia State University SPH students with computer access and statistical software needed for class and research activities. All computers are equipped with standard statistical software, including SAS, STATA, SPSS and Mplus, as well as Microsoft Office tools and internet access. The computer lab is supervised by a Graduate Assistant (GA) Monday thru Friday, 9am-5pm. The GRA is available to assist students with questions related to PH 7017 Fundamentals of Biostatistics I, PH 7027 Fundamentals of Biostatistics II, and PH 7525 Statistical Computing, as well as basic computer assistance and questions related to the use of SAS.

8000.60 Student Organizations

Public Health Student Association (PHSA)

The Public Health Student Association (PHSA) is the student organization of the School of Public Health at Georgia State University. PHSA seeks to develop well-rounded public health professionals and promote meaningful interactions between students, faculty and staff, and public health professionals. Throughout the school year, PHSA organizes social events, professional development opportunities, and public service events for students, faculty, and staff. For more information: publichealth.gsu.edu/students/student-association-phisa/.

Association for Chronic Disease Awareness (ACDA)

As a campus director's organization of the National Association of Chronic Disease Directors (NACDD), the Association of Chronic Disease Awareness strives to promote chronic disease awareness and prevention efforts within the Georgia State University community and the Atlanta area. The organization shall promote the professional development of its members and advance the initiatives of NCADD through service projects and networking. For more information: publichealth.gsu.edu/students/association-for-chronic-disease-awareness

8000.70 Study Abroad

SPH Study Abroad Website: publichealth.gsu.edu/academic/study-abroad/

Contact: SPHstudyabroad@gsu.edu

Study abroad is one of the ways the School provides a learning environment that prepares students with broad skills regarding diversity and cultural competence. Opportunities to earn graduate degree and certificate applicable credits abroad are available in most years, and opportunities increase as student interest increases. Previously planned study abroad opportunity cities include: Salvador, Brazil; Kampala, Uganda; Santo Domingo, Dominican Republic; and Shanghai, China. Students should check the above-

linked study abroad website for future opportunities.

8010 Graduate Admissions

The School 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 Ph.D. in Public Health only accepts students in the Fall semester. The application deadlines are as follows:

Program	Fall	Spring	Summer
Ph.D.	December 15	N/A	N/A
MPH	February 15 (Priority) March 15 (Final)	October 1	N/A
Graduate Certificate	March 15	October 1	N/A

8010.10 Master of Public Health (MPH) Application Requirements

For complete application materials instructions, visit the following School of Public Health website: publichealth.gsu.edu/academic/apply/.

The following materials are required for admission to the MPH. All application materials are submitted through *SOPHAS* (https://portal.sophas.org):

1. Application for Graduate Study, submitted through *SOPHAS*
2. A $120.00 application fee.
3. A resume or curriculum vitae
4. One official transcript from each college and/or university attended (including Georgia State University). Transcripts are required regardless of length of stay or if the grades are listed on another school's transcript. Applicants must have a bachelor's degree or its equivalent at the time of enrollment from a regionally accredited institution.
5. Three references from individuals knowledgeable of the applicant's academic, professional and intellectual abilities.
6. A statement of interest and professional intent.
7. Official scores on the Graduate Record Examination (GRE), the Graduate Management Admission Test (GMAT), or the Medical College Admissions Test (MCAT). Please note that GRE, GMAT, and MCAT scores over five years old cannot be accepted. (Applicants with an earned doctorate or J.D. from a regionally accredited institution may not be required to take the GRE, GMAT, or MCAT examination. Those applicants should check with the School well before the admission deadline to see if this examination requirement may be waived. The School reserves the right to require the GRE, GMAT, or MCAT examination for applicants with an earned doctorate or J.D.)
8. Official scores on the Test of English as a Foreign Language (TOEFL) or via the International English Language Testing System (IELTS), for applicants whose native language is not English. Applicants living in the Atlanta area may take the Georgia State Test of English Proficiency (GTEP) in place of the TOEFL or IELTS. Please note that the TOEFL, IELTS, and GSTEP scores over two years old cannot be accepted. The TOEFL, IELTS, and GSTEP examination may not be required for international applicants who have a received a degree from a regionally accredited U.S. institution. See section 8010.40 for more information.

    - TOEFL: http://www.toefl.org/
    - IELTS: http://www.ielts.org/
    - GSTEP: http://alsl.gsu.eu/programs/gstep/
9. A Certificate of Immunization (after acceptance)
10. Lawful Presence Verification (after acceptance): http://publichealth.gsu.edu/academic/apply/citizenship-verification/

8010.20 Graduate Certificate in Public Health (GCPH) Application Requirements

For complete GCPH application materials instructions, visit the following School of Public Health website: http://publichealth.gsu.edu/academic/apply/

The following materials are required for admission to the GCPH. All application materials are submitted through *Apply Yourself*:

1. Application for Graduate Study, submitted through *Apply Yourself*
2. A $50.00 application fee.
3. A resume or curriculum vitae
4. One official transcript from each college and/or university attended, except from Georgia State University. Transcripts are required regardless of length of stay or if the grades are listed on another school's transcript. You will collect and submit all unopened transcripts. If you are enrolled in another graduate program at Georgia State University, you may complete a Request for Transfer of Records in your current colleges graduate admissions office. If you attended Georgia State University as an undergraduate, we will be able to pull your records, so your undergraduate transcripts from Georgia State University do not need to be sent.
5. Three references from individuals knowledgeable of the applicant's academic, professional and intellectual abilities.
6. A statement of interest and professional intent.
7. Official scores on the Graduate Record Examination (GRE), the Graduate Management Admission Test (GMAT), or the Medical College Admissions Test (MCAT). Please note that GRE, GMAT, and MCAT scores over five years old cannot be accepted. (Applicants with an earned doctorate or J.D. from a regionally accredited institution may not be required to take the GRE, GMAT, or MCAT examination. Those applicants should check with the School well before the admission deadline to see if this examination requirement may be waived. The School reserves the right to require the GRE, GMAT, or MCAT examination for applicants with an earned doctoral or J.D..)
8. Official scores on the Test of English as a Foreign Language (TOEFL) or via the International English Language Testing System (IELTS), for applicants whose native language is not English. Applicants living in the Atlanta area may take the Georgia State Test of English Proficiency (GSTEP) in the place of the TOEFL or IELTS. Please note that TOEFL, IELTS, and GSTEP scores over two years old cannot be accepted. The TOEFL, IELTS, and GSTEP examination may not be required of international applicants who have received a degree from a regionally accredited U.S. institution. See section 8010.40 for more information.
    - TOEFL: http://www.toefl.org/
    - IELTS: http://www.ielts.org/
    - GSTEP: http://alsl.gsu.edu/programs/gstep/
9. A Certificate of Immunization (after acceptance).

10. Lawful Presence Verification (after acceptance): http://publichealth.gsu.edu/academic/apply/citizenship-verification/

A Graduate Certificate in Public Health (GCPH) student may apply a maximum of sixteen (16) semester hours of applicable Georgia State University course credit earned while completing the GCPH and prior to MPH program admission toward fulfilling MPH degree requirements. Courses that satisfy the MPH core courses must be completed with a grade of B or better, and courses that satisfy a concentration required or elective course must be completed with a grade of C or better. Credits are processed by the School—petition is not required, but students should confirm their previously completed courses are applicable. Students may work with the Graduate Advisor in the Office of Academic Assistance to confirm applicability. Approval of applicable courses is at the discretion of the Division Director of the student's home division and concentration—it is not guaranteed. All Georgia State University credits presented for the MPH degree must have been earned within six calendar years of the date of degree conferral.

8010.30 Doctor of Philosophy (Ph.D.) in Public Health Application Requirements

For complete Ph.D. application materials instructions, visit the following School of Public Health website: publichealth.gsu.edu/academic/apply/

The following materials are required for admission to the Ph.D. All application materials are submitted through *SOPHAS* (https://portal.sophas.org):

1. Application for Graduate Study, submitted through *SOPHAS*
2. A $120.00 application fee.
3. A resume or curriculum vitae
4. One official transcript from each college and/or university attended (including Georgia State University). Transcripts are required regardless of length of stay or if the grades are listed on another school's transcript. Applicants must have a master's degree or its equivalent at the time of enrollment from a regionally accredited institution.
5. Three references from individuals knowledgeable of the applicant's academic, professional and intellectual abilities.
6. A statement of interest and professional intent.
7. Official scores on the Graduate Record Examination (GRE) or the Graduate Management Admission Test (GMAT). (Applicants with an earned doctorate or J.D. from a regionally accredited institution may not be required to take the GRE or GMAT examination. Those applicants should check with the School well before the admission deadline to see if this examination requirement may be waived. The School reserves the right to require the GRE or GMAT examination for applicants with an earned doctoral or J.D..) Please note that the Medical College Admission Test (MCAT) cannot be accepted in lieu of GRE or GMAT scores for Ph.D. applicants.
8. Official scores on the Test of English as a Foreign Language (TOEFL) or via the International English Language Testing System (IELTS), for applicants whose native language is not English. Applicants living in the Atlanta area may take the Georgia State Test of English Proficiency (GSTEP) in the place of the TOEFL or IELTS. Please note that TOEFL, IELTS, and GSTEP scores over two years old cannot be accepted. The TOEFL, IELTS, and GSTEP examination may not be required of international applicants who have received a degree from a regionally accredited U.S. institution. See section 8010.40 for more information.

    - TOEFL: http://www.toefl.org/
    - IELTS: http://www.ielts.org/
    - GSTEP: http://alsl.gsu.eu/programs/gstep/
9. A Certificate of Immunization (after acceptance)
10. Lawful Presence Verification (after acceptance): http://publichealth.gsu.edu/academic/apply/citizenship-verification/

8010.40 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:** An applicant who has completed all or part of his/her education outside the United States is required to have his/her foreign credentials evaluated by World Education Services (http://www.wes.org/sophas/). WES is the only evaluation service accepted by SOPHAS.
- **English Proficiency:** Applicants whose native language is not English must submit scores, not more than two years old, on the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). Official scores must be reported from the Educational Testing Service to SOPHAS prior to the application deadline. The TOEFL is not required of international applicants who have received a degree from a regionally accredited U.S. institution. TOEFL information can be found at toefl.org. IELTS information can be found at ielts.org. Applicants living in the Atlanta area may take the Georgia State Test of English Proficiency (GSTEP) in the place of the TOEFL. For more information about GSTEP: alsl.gsu.edu/programs/gstep/.
- **Financial Resources:** Applicants **who have been accepted** and 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 cost associated with the first year of study. This verification does not need to be submitted with your application but will be required before you can enroll if you are accepted.
- **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 for graduate students at Georgia State University is 9 semester hours in the fall and spring semesters and 6 semester hours in the summer semester. International students cannot be admitted as non-degree students.

For additional information pertaining to international applicants and students at Georgia State University, please refer to the Office of International Student and Scholar Services on the Georgia State University website at isss.gsu.edu.

8010.50 Transient Student Admission

A student enrolled in a graduate degree program at another accredited institution may seek admission as a

transient (or visiting) student in the School of Public Health.

Program	Fall	Spring	Summer
Transient/Visiting Student	July 15	December 1	May 1

To be admitted to transient status, applicants must complete:

1. Transient/Visiting Application (available at publichealth.gsu.edu/academic/apply/reentry-or-transient-visiting-students/)
2. $50.00 Application Fee. A check or money order (in U.S. currency) should be made payable to Georgia State University. This fee is nonrefundable.
3. Transient Letter. This letter, from your home institution, must state that you are in good academic standing and that you have permission to attend Georgia State University. It should also contain a listing of the courses you plan to take.
4. Resident Status Form. This form is required to determine if you are an in-state or out-of-state student for tuition purposes. Please attach it to your application.
5. A Certificate of Immunization (after acceptance)
6. Lawful Presence Verification (after acceptance): publichealth.gsu.edu/academic/apply/citizenship-verification/

Completed application materials must be mailed to the address below by the deadline date:

School of Public Health
Georgia State University
Office of Academic Assistance and Career Services
P.O. Box 3984
Atlanta, GA 30302-3984

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 Re-entry with the Office of Academic Assistance and Graduate Career Services in the School 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's re-entry definition. 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. Application deadlines are sometimes extended provided there is space available. Contact OAA at 404-413-1452 or publichealthadvising@gsu.edu for additional information.

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 School of Public Health.

Students who wish to change from transient-status enrollment to graduate degree seeking status must file

an application for the graduate program desired and provide 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 School of Public Health may be obtained from the Office of Academic Assistance: publichealth.gsu.edu/academic/apply/.

Up to nine (9) transient-status credit hours may apply to School of Public Health graduate degree or certificate programs. However, all credits, including transient-status-earned credits, presented for the Master's degree must have been earned within six calendar years of the date of Master's degree conferral, and all credits presented for the Ph.D. degree must have been earned within nine calendar years of the date of Ph.D. degree conferral. Grades from all attempts at all Georgia State University courses that are taken at the graduate level will become part of the student's GPA.

8010.60 Non-Degree Student Admission

The School of Public Health accepts non-degree students based on course availability. Non-degree students are admitted for a maximum of nine credit hours.

Applicants applying for non-degree status should hold a graduate degree or have been accepted into a graduate program but are no longer actively enrolled. Non-degree applicants can and usually do include members of the workforce who wish to further develop or upgrade their public health knowledge and skills.

If you are actively enrolled in another graduate program, please apply as a transient/visiting student. Contact the Office of Academic Assistance and Career Services (OAA) at 404-413-1452 or publichealthadvising@gsu.edu for approval to submit a non-degree application. Application deadlines are sometimes extended provided there is space available. The application deadlines are as follows:

Program	Fall	Spring	Summer
Non-degree	July 15	December 1	May 1

The following items should be submitted to the Office of Academic Assistance and Graduate Career Services.

- Non-degree Application
- $50.00 Application Fee. A check or money order (in U.S. currency) should be made payable to "Georgia State University". This fee is nonrefundable.
- One official transcript from each college and/or university attended (including Georgia State University). Transcripts are required from all previously attended institutions regardless of length of stay or if the grades are listed on another school's transcript.
- Statement of Intent, where you describe your goals and why completing coursework in the School of Public Health will help you attain those goals. Please limit your statement to two typed, double-spaced pages.
- Resident Status Form. This form is required to determine if you are an in-state or out-of-state student for tuition purposes. Please attach it to your application.
- A Certificate of Immunization (after acceptance)
- Lawful Presence Verification (after acceptance): publichealth.gsu.edu/academic/apply/citizenship-verification/

Completed application materials must be mailed to the address below by the deadline date:

School of Public Health
Georgia State University
Office of Academic Assistance and Career Services
P.O. Box 3984, Atlanta, GA 30302-3984

Students who wish to change from non-degree enrollment to graduate degree seeking status must file an application for the graduate 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 School of Public Health may be obtained from the Office of Academic Assistance: publichealth.gsu.edu/academic/apply/.

A student may apply a maximum of nine (9) semester hours of applicable Georgia State University course credit earned prior to MPH program admission (while taking public health courses as either transient, non-degree, or other-Georgia State University-degree status) toward fulfilling MPH degree requirements. Courses that satisfy the MPH core courses must be completed with a grade of B or better, and courses that satisfy a concentration required or elective course must be completed with a grade of C or better. Credits are processed by the School — petition is not required, but students should confirm their previously completed courses are applicable. Students may work with the Graduate Advisor in the Office of Academic Assistance to confirm applicability. Approval of applicable courses is at the discretion of the Division Director of the student's home division and concentration — it is not guaranteed. All Georgia State University credits presented for the MPH degree must have been earned within six calendar years of the date of degree conferral.

8010.70 Re-entry Students

A re-entry student is a student who has been enrolled at Georgia State University and who:

1. Has not maintained an enrollment totaling 6 hours (or more) of degree applicable courses over three consecutive semesters (including summer) until degree completion; or
2. Attended any semester as a transient student and wishes to attend an additional semester as a transient student.

Re-entry is approved by application and is not guaranteed. The application deadlines are as follows:

Program	Fall	Spring	Summer
Re-entry	July 15	December 1	May 1

Graduate students previously enrolled in the School of Public Health may only re-enter the same graduate program or status in which they were last enrolled and they may be required to satisfy the degree requirements of the graduate catalog in effect at the time of re-entry — the Office of Academic Assistance and Career Services will notify the student of their requirements and update their program of study. Students will be required to change to the graduate catalog in effect at the time of re-entry when they re-enter the university after a period of two or more consecutive years in which they have earned no academic credit at Georgia State University. Students must be approved for reentry through the School — re-entry

is not guaranteed, even for students previously enrolled in School of Public Health graduate programs.

To apply as a re-entry student, the following items should be submitted to the Office of Academic Assistance:

- Graduate Re-entry Application (available at publichealth.gsu.edu/academic/apply/graduate-reentry-application/)
- $25.00 Application Fee. A check or money order (in U.S. currency) should be made payable to Georgia State University. This fee is nonrefundable.
- Resident Status Form – This form is required to determine if you are an in-state or out-of-state student for tuition purposes. Please attach it to your application
- A Certificate of Immunization (after acceptance)
- Lawful Presence Verification (after acceptance): publichealth.gsu.edu/academic/apply/citizenship-verification/

Completed application materials must be mailed to the address below by the deadline date:

School of Public Health
Georgia State University
Office of Academic Assistance and Career Services
P.O. Box 3984, Atlanta, GA 30302-3984

8010.80 Tuition Deposit

The School of Public Health requires newly accepted applicants into their degree or certificate 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.

8020 Graduate Enrollment

Graduate degree and certificate students in the School of Public Health are responsible for knowledge of all regulations and procedures of the program and the university. Enrollment in a program constitutes a student's acknowledgment that they are obligated to comply with all academic and administrative regulations and degree requirements. Students are encouraged to read carefully regulations related to the public health program.

Summary of Georgia State University Policy on Responsible Conduct Research Training:

Georgia State University is committed to promoting research ethics within the University community and modeling integrity across all disciplines and areas of empirical research. As research has become more complex, collaborative, and costly, issues of research ethics similarly have become complex, extensive and important. The federally mandated training of all levels of research students at Georgia State University in the Responsible Conduct of Research (RCR) must prepare them to face these issues in their professional lives. The Scholarship and Research Integrity (SARI) program at Georgia State University, developed in response to the America Competes Act requirements, is designed to offer students enrolled in

undergraduate research, research graduate degree programs, and post-doctoral research programs comprehensive training in the RCR in a manner that is tailored to address the issues faced by students in their respective programs. As part of the commitment and policy, graduate research students and post-doctoral research fellows will be required to complete an online RCR training program provided by the Collaborative Institutional Training Initiative (CITI) and will also be required to engage in at least 5 hours of additional discussion-based RCR education.

ursa.research.gsu.edu/ursa/responsible-conduct-in-research/

The Georgia State University SPH has devised a RCR education program plan to be in compliance with Georgia State University's RCR policy and to ensure SPH students graduating from our MPH and Ph.D. programs complete the required CITI RCR training program and receive the additional 5 hours of RCR education. In the MPH program, all students enrolled in PH 7019 Public Health Research Methods (an MPH required course) will be required to complete the CITI RCR training and will receive 5 additional hours as part of in-class discussions during the PH 7019 course. In the Ph.D. program, all students enrolled in PH 9140 Advanced Research Methods (a Ph.D. required course) will be required to complete the CITI RCR training and will receive 5 additional hours as part of in-class discussions during the PH 9140 course. Doctoral level students enrolled in PH 9150 Public Health Ethics will also receive additional 1-5 hours of in-class discussion.

8020.10 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 nine 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 and Career Services.

8020.20 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 in section 8020.30. The School reserves the right to require students who wish to change their program of study *concentration* to update to the most recent catalog edition of their newly selected concentration.

8020.30 Continuous Enrollment Requirement and Requests to Reenter

Students in all graduate degree and graduate certificate programs must maintain an enrollment totaling six

(6) hours or more of degree applicable courses over any consecutive three (3) semester period (including summers) until degree completion. In other words, the total enrollment of the current term plus the two terms preceding it must add to six (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 continuous enrollment registration hold preventing all current and future registration. Those students will be notified by an email message sent to their official Georgia State University email account. To resume their programs of study, students with continuous enrollment registration holds must apply for re-entry admission by the published deadline (see section 8010.70), must be granted reentry admission, and must enroll at a credit hour level sufficient to satisfy the continuous enrollment requirement. For more information on the re-entry process, see section 8010.70 or contact the Office of Academic Assistance and Career Services (OAA).

Students who do not attend the semester for which re-entry was originally required must complete a new re-entry form for subsequent semesters.

All students who wish to reenter one of the graduate level programs or non-degree 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 that may be in effect.

All students who are approved for re-entry will be eligible to retain all Georgia State course 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 courses at Georgia State University. 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 the SPH Graduate 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.

8020.35 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. Failure to register for degree applicable courses over the course of three consecutive semesters will result in unsatisfactory progress and the rules of Continuous Enrollment Requirement will apply.

8020.40 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 1 to 12 credit hours. Enrolling in more than 12 credit hours is not recommended and students should seek advisement with the Office of Academic Assistance and Career Services prior to registration unless employed as a Graduate Assistant (GA) with the university. A full-time course of study for graduate students at Georgia State University is nine (9) credit hours in fall and spring semesters, and six (6) credit hours in summer semesters.

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.

8020.50 Grade Point Average and Course Grade Requirements

For Master's level students, an overall institutional grade point average (GPA) of 3.0 or better must be earned to receive the MPH degree. All core courses in the MPH degree must be completed with a grade of B or better, and any student earning a grade of B- or below must repeat the core course. No more than six semester hours of grades less than B will be accepted for the degree in all other MPH program of study courses. No grade below a C will be accepted toward the degree. The records of students who fall below the 3.00 GPA requirement for all course attempts will be reviewed for continuation in the MPH program, and students may receive a scholastic warning or be scholastically dismissed from the MPH program.

For Graduate Certificate in Public Health (GCPH) students, an overall institutional grade point average (GPA) of 3.0 or better must be earned to receive the Graduate Certificate. The three core courses in the GCPH must be completed with a grade of B or better any student earning a grade of B- or below must repeat the core course. No grade below a C will be accepted in the two Graduate Certificate program elective courses. The records of students who fall below the 3.00 GPA requirement for all course attempts will be reviewed for continuation in the GCPH program, and students may receive a scholastic warning or be scholastically dismissed from the GCPH program.

Transient students must maintain an overall institutional grade point average (GPA) of 3.0 or better in order to continue enrolling as a transient student. Transient students who do not maintain a 3.0 GPA or better may receive a scholastic warning or be scholastically dismissed.

Any doctoral student completing the prerequisite MPH core courses must earn a grade of B or better in those MPH core courses; any doctoral student earning a grade of B- or below must repeat the prerequisite MPH core course. Doctoral students should refer to section *8060.40 Grade Point Average and Course Grade Requirements for Doctoral Students* for more information regarding doctoral program grade point average requirements.

8020.60 Final Course Grades

The following course grades will be given as final grade options in courses taught by public health faculty members. Any deviations — including the availability of plus/minus grading — 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

8020.70 Transfer of Credit

Transfer Credits from another institution: 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. In order to transfer, the course grade must be a grade of B or better. Transfer credits are processed by the School and must be approved by petition. Students requesting to petition for transfer of credits must work with the Graduate Advisor in the Office of Academic Assistance. Approval is at the discretion of the Division Director of the student's home division and concentration. All credits, including transfer credits, presented for the MPH degree must have been earned within six calendar years of the date of degree conferral.

A student may apply a maximum of three (3) semester hours of approved course credit transferred from other graduate programs or institution(s) toward fulfilling Graduate Certificate in Public Health (GCPH) requirements. Transfer credits are processed and approved by the Office of Academic Assistance.

Credits earned at Georgia State University in either transient, non-degree, or other-Georgia State University-degree status: A student may apply a maximum of nine (9) semester hours of applicable Georgia State University course credit earned prior to MPH program admission (while taking public health courses as either transient, non-degree, or other-Georgia State University-degree status) toward fulfilling MPH degree requirements. Courses that satisfy the MPH core courses must be completed with a grade of B or better, and courses that satisfy a concentration required or elective course must be completed with a grade of C or better. Credits are processed by the School — petition is not required, but students should confirm their previously completed courses are applicable. Students may work with the Graduate Advisor in the Office of Academic Assistance to confirm applicability. Approval of applicable courses is at the discretion of the Division Director of the student's home division and concentration — it is not guaranteed. All Georgia State University credits presented for the MPH degree must have been earned within six calendar years of the date of degree conferral.

Credits earned at Georgia State University in GCPH enrollment status: A Graduate Certificate in Public Health (GCPH) student may apply a maximum of sixteen (16) semester hours of applicable Georgia State University course credit earned while completing the GCPH and prior to MPH program admission toward fulfilling MPH degree requirements. Courses that satisfy the MPH core courses must be completed with a grade of B or better, and courses that satisfy a concentration required or elective course must be completed with a grade of C or better. Credits are processed by the School — petition is not required, but students should confirm their previously completed courses are applicable. Students may work with the Graduate Advisor in the Office of Academic Assistance to confirm applicability. Approval of applicable courses is at the discretion of the Division Director of the student's home division and concentration — it is not guaranteed. All Georgia State University credits presented for the MPH degree must have been earned within six calendar years of the date of degree conferral.

Credits earned from another institution while currently enrolled: Students who have been accepted into a School of Public Health program and who wish to take courses at another institution for credit must first obtain written approval via the graduate petition process. The first step in this approval process is to meet with the SPH Graduate Advisor in the Office of Academic Assistance and Career Services. All credits, including transfer credits, presented for the Master's degree must have been earned within six calendar years of the date of degree conferral, all credits presented for the graduate certificate must have been earned within three calendar years of graduate certificate completion, and all credits presented for the Ph.D. must have been earned within nine calendar years of the date of degree conferral. Courses transferred-in for the doctoral degree may not be used in fulfilling the Doctoral Public Health Core Courses requirements or the

doctoral residency requirement.

JD/MPH Dual Degree Credits earned at Georgia State University just prior to dual degree (JD/MPH) status: A student may apply MPH-applicable Georgia State University College of Law course credit (earned for the JD degree) toward fulfilling MPH degree requirements if the JD/MPH dual degree student is admitted and enrolled into both degree programs prior to completion of 30 credit hours of MPH coursework and 60 hours of JD coursework. JD credits applied to the MPH degree are processed by the SPH—petition is not required, but students should confirm (in advance) with the SPH Graduate Advisor that their planned JD courses are applicable to the MPH, and are correctly populating in their PAWS electronic MPH program of study. Approval of applicable courses is at the discretion of the SPH OAA and the Division Director of the student's home MPH division and concentration—it is not guaranteed. All Georgia State University credits presented for the MPH degree must have been earned within six calendar years of the date of degree conferral.

Ph.D. Community Psychology/MPH Dual Degree Credits earned at Georgia State University just prior to dual degree (Ph.D. Community Psychology/MPH) status: A student may apply MPH-applicable Georgia State University Community Psychology course credit (earned for the Ph.D. Community Psychology degree) toward fulfilling MPH degree requirements if the Ph.D. Community Psychology/MPH dual degree student is admitted and enrolled into both degree programs prior to completion of 30 credit hours of MPH coursework and 30 hours of Ph.D. Community Psychology coursework. Ph.D. Community Psychology credits applied to the MPH degree are processed by the SPH — petition is not required, but students should confirm (in advance) with the SPH Graduate Advisor that their planned Ph.D. Community Psychology courses are applicable to the MPH, and are correctly populating in their PAWS electronic MPH program of study. Approval of applicable courses is at the discretion of the SPH OAA and the Division Director of the student's home MPH division and concentration — it is not guaranteed. All Georgia State University credits presented for the MPH degree must have been earned within six calendar years of the date of degree conferral.

8020.75 Out-of-Residence Credit and Graduation

Students who wish to take graduate courses at another institution to complete the coursework for their Georgia State University degree should provide the information listed above (except the transcript) to the Office of Academic Assistance and Career 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 student's degree program. Such students should plan to graduate at least one semester after the Out-of-Residence 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: registrar.gsu.edu/graduation/. 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.

8020.80 Application for Graduation

All candidates for the MPH and Ph.D. degrees 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 Georgia State website: registrar.gsu.edu/graduation/. The Graduation Office will inform the School when the application is filed by the student. The School of Public Health will then conduct an audit and inform the student of any remaining requirements — these items will include any graduation clearance requirements. A degree will be awarded only to a student who meets the university academic, residence, and graduation clearance requirements as well as the standards of performance and academic requirements for the MPH or Ph.D. degree.

All candidates for the GCPH must file a formal application for completion: publichealth.gsu.edu/students/program/ with the Office of Academic Assistance and Career Services (OAA) in the School of Public Health during the semester in which the student plans to complete the GCPH. OAA will conduct an audit to confirm completion of the requirements and inform the student of any remaining requirements — these items will include any graduation clearance requirements. A graduate certificate will be awarded only to a student who meets the university academic, residence, and/or graduation clearance requirements as well as the standards of performance and academic requirements for the GCPH.

8020.90 Scholastic Warning and Suspension for MPH, GCPH, and Transient Students

Each student admitted into the MPH or GCPH program in the School 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 Scholastic Warning. The student will be notified of this standing by the School of Public Health. 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 SPH faculty, 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 scholastic exclusion.

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 Student Appeals Procedures

The appeals procedure for graduate students in the School of Public Health will follow different paths, depending on the nature of the student's appeal. The various types of situations and the appropriate appeals avenues are as follows:

8030.10 Admissions Appeals

At the graduate level, a person who wishes to appeal an admission decision first discusses the matter with the Director of the Office of Academic Assistance and Career Services (OAA) within 5 working days of the date of the denial. If the question is not settled there, a written appeal must be submitted to the OAA Director within 10 working days of the date of the denial or the date of the denial discussion with the OAA Director. (Workdays are counted as Monday through Friday except university staff holidays.) The director

will present the appeal to the appropriate Admissions Committee, which will examine the facts presented. The OAA Director, on behalf of the committee, will make a recommendation to the Associate Dean for Academic Affairs. 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 OAA Director. See Section 1100 of the Graduate Catalog for University level appeals of admission decisions.

8030.20 Petitions for Policy Waivers and Variances, and Appeals, and Student Complaints, Concerns, or Grievances

Petitions for Policy Waivers and Variances, and Appeals Procedure

The petitions for policy waivers and variances, and 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 enrollment.gsu.edu/assistance/ or the Student Code of Conduct online: codeofconduct.gsu.edu/ for details.

Student Complaints, Concerns, or Grievances

Similarly, the student complaints, concerns, or grievance 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 enrollment.gsu.edu/assistance/.

8030.30 Appeal of Exclusions, Dismissals and Terminations

Terminated, dismissed or excluded graduate students with questions about their status should first discuss their situation with the Graduate Advisor in the Office of Academic Assistance and Career Services (OAA). Following this discussion, students who believe they have extenuating circumstances may submit a written appeal of their termination or exclusion to the Director of OAA. 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 affairs, 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 staff holidays.)

Requests for such consideration must be submitted, in writing, to the director of OAA 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).

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.

8040 Master Degree Programs

8040.10 Master in Public Health (MPH)

Contacts:

Ike Okosun, Interim Director, Division of Epidemiology and Biostatistics
(Vacant), Interim Director, Division of Environmental Health
Rodney Lyn, Interim Director, Division of Health Management and Policy
Daniel Whitaker, Interim Director, Division of Health Promotion and Behavior

The faculty and staff of the School of Public Health (SPH) are committed to providing a supportive academic environment that promotes the growth and progress of students engaged in graduate studies.

The Master of Public Health (MPH) program includes a minimum of forty-two (42) semester credit hours of study at the master's level beyond the bachelor's degree.

MPH DEGREE REQUIREMENTS

1. Required MPH Core Courses (16 hours):

- PH 7011 Epidemiology for Public Health (3) (required for Environmental Health, Health Management and Policy, and Health Promotion and Behavior concentrations **or** PH 7711 Epidemiologic Methods I (3) (required for Epidemiology and Biostatistics concentrations). *Note: Students changing their concentration from Epidemiology or Biostatistics to Environmental Health, Health Management and Policy, or Health Promotion and Behavior will be able to substitute PH 7011 with PH 7711 if already completed.*
- PH 7017 Fundamentals of Biostatistics I (4)
- PH 7140 Social and Behavioral Aspects of Public Health (3)
- PH 7150 Environmental Health (3)
- PH 7160 Introduction to the Health Care System (3)

2. **Required MPH Research Methods Course (3 hours):**

PH 7019 Public Health Research Methods (3)

3. **Required MPH Concentration Courses (18 credit hours)**
See "MPH CONCENTRATION REQUIREMENTS" section below
4. **Required MPH Practicum Course (2 credit hours)**
PH 7960 Public Health Practicum (2)
Students will take two (2) credit hours of a required practicum in the students' specialty field of study, which equals 240 clock hours. The practicum is a planned, supervised and evaluated practice experience where graduate professional public health degree students develop skills in basic public health concepts and demonstrate the application of these concepts through a practice experience that is relevant to students' areas of specialization, concentration and/or division. These opportunities can take place in a variety of

governmental or non-governmental agencies and organizations and include local, state, national and international public health agencies to the extent possible and appropriate.

5. **Required MPH Thesis or Capstone Project Course (3 credit hours)**

- PH 7990 Thesis (3)
- PH 7991 Capstone (3)

Following completion of all coursework, students must complete three (3) credit hours for a culminating experience in the form of a master's thesis or a capstone project. All students in the School of Public Health who are involved in writing or defending a master's thesis/capstone project shall register for at least three credit hours of thesis/capstone project credit each semester from the time they finish their course work until the time all requirements for the degree are completed.

MPH CONCENTRATION REQUIREMENTS

Each of the distinct MPH concentrations (Biostatistics, Environmental Health, Epidemiology, Health Promotion and Behavior, and Health Management and Policy) have their own program competencies that define what a graduate from that MPH concentration will know and be able to do upon degree program completion. These MPH program competencies are made available in the MPH student handbook, and appear on public health course syllabi. The SPH will only recommend the award of an MPH degree when the student has demonstrated mastery of necessary theories, concepts and content, and demonstrated competence in the skills defined in the competencies for the student's chosen MPH program concentration.

MPH Biostatistics Concentration

The MPH Biostatistics (BSTP) program concentration trains students to apply statistical principles and methods to problems in public health, medicine, and biology. The MPH BSTP program includes the development of analytic thinking and skill, with an emphasis on applications of research and evaluation in public health. Coursework in this concentration covers the span of biostatistics knowledge, including study design, data management, data analysis, interpretation, statistical reporting, and use of statistical software. MPH BSTP concentration graduates can look forward to excellent career opportunities in academia, government, nonprofits, non-governmental organizations, or private industry. Applicants to the biostatistics concentration should have strong aptitude for quantitative thinking and interest in biomedical and public health applications.

Required MPH BSTP Concentration Courses (12 hours):

- PH 7027 Fundamentals of Biostatistics II (3)
- PH 7525 Statistical Computing (3)
- PH 8820 Generalized Linear Models (3)
- PH 8830 Advanced Statistical Topics (3)

MPH BSTP Concentration Elective Courses (6 hours):
Select at least two (2) pre-approved* courses focusing on advanced statistical techniques and quantitative research methods. Pre-approved BSTP elective courses include:

- PH 7028 Introduction to Probability Theory and Statistical Inference (3)
- PH 8260 Spatial Population Health I (3)
- PH 8721 Epidemiologic Methods II (3)
- PH 8840 Statistical Modeling with Latent Variables I: Structural Equation Modeling (3)
- PH 8850 Statistical Modeling with Latent Variables II: Finite Mixture Modeling (3)
- PH 8880 Public Health Study Abroad (3) (up to 3 credits of PH 8880 may count here)
- PH 8885 Fundamentals of Clinical Trials (3)
- PH 8890 Special Topics in Biostatistics (3) (may be repeated)

*The above listed pre-approved BSTP elective courses do not need further approval to satisfy the BSTP elective requirement. However, there are *other* academic departments at the university that *may* offer satisfying courses including, but not limited to the following departments: Math/Statistics, Decision Sciences, Marketing, Sociology, Policy Studies, Psychology, and Educational Policy Studies Research. Other courses that *may* be approved to satisfy this elective requirement generally have course titles including, but not limited to: Structural Equation Modeling, Finite Mixture Modeling, Hierarchical Linear Modeling, Longitudinal Modeling, Survival Analysis, Bayesian Inference, Survey Sampling, Causal Inference, Missing Data, or Nonparametric Statistics. Students should seek written, pre-approval of any course(s) — beyond the above listed pre-approved BSTP elective courses — to count toward the BSTP elective requirement. Approval must come from both the Division Director and OAA.

MPH Environmental Health Concentration

The MPH concentration in Environmental Health (EVHT) will prepare students for research and practice in the field of EVHT, which is the understanding of environmental factors, including biological, physical and chemical factors that affect the health of a community. EVHT focuses on the human health effects of agents encountered in the environment, from the molecular to the ecological level, as well as the effects of natural and human-created environments on health. The concentration will provide students with knowledge in the core EVHT disciplines of exposure assessment, toxicology, risk assessment, air pollution, and water pollution. In addition to these core knowledge areas, additional areas of specialization within EVHT include food safety, occupational health, infectious diseases, environmental epidemiology, and urban health.

Required MPH EVHT Concentration Courses (9 hours):

- PH 7293 Environmental Health Toxicology (3)
- PH 7294 Exposure Assessment (3)
- PH 7345 Introduction to Risk Assessment (3)

MPH EVHT Concentration Elective Courses (9 hours):
Select at least 3 courses from the following list of EVHT approved elective courses:

- PH 7025 Health Disparities (3)
- PH 7155 Air Quality and the Environment (3)
- PH 7280 Infectious Disease Epidemiology (3)
- PH 7297 Global Water, Sanitation and Hygiene (3)
- PH 7299 Sampling of the Environment (3)
- PH 7300 Urban Health (3)

- PH 7325 Urban Health Seminar (1)
- PH 7340 Built Environment and Health (3)
- PH 7525 Statistical Computing (3)
- PH 7540 Introduction to Public Health Laboratories (3)
- PH 7600 Global Health (3)
- PH 8350 Biological Basis for Disease (3)
- [PH 8880] Public Health Study Abroad (3) (up to 3 credits of PH 8880 may count here)
- GEOS 6532 Introduction to Geographic Information Systems (4)
- GEOS 6538 Urban Health Geographic Information Systems (4)
- GEOS 6644 Environmental Conservation (4)
- GEOS 6784 Climatic Change (3)
- BIOL 6428 Medical Microbiology (4)
- BIOL 6451 Aquatic Pollution and Toxicology (4)
- BIOL 6480 Principles of Toxicology (4)
- BIOL 6484 Laboratory Techniques in Applied and Environmental Microbiology (4)
- NUTR 6170 Food Safety (3)

MPH Epidemiology Concentration

Epidemiology (EPID) is a scientific discipline commonly defined as the study of the distribution and determinants of disease and injury in human populations. This broad scope includes understanding the distribution, patterns and causes of adverse health outcomes as well as those associated with their control and prevention, and the complex interaction of factors that play a role in these processes. MPH with a concentration in Epidemiology will afford students choice in the in-depth study of substantive issues such as cancer, cardiovascular diseases, STDs and HIV. Students will also have to opportunity to focus on prevention methods. The knowledge and skills obtained in epidemiology will allow MPH EPID graduates to seek employment in areas that: (1) characterize community health status, (2) critically assess determinants of health-related events, (3) formulate strategies to evaluate the impact of health related interventions and (4) foster the application of epidemiologic methods for health promotion and disease prevention activities.

Required MPH EPID Concentration Courses (9 hours):

- PH 8721 Epidemiologic Methods II (3)
- PH 7027 Fundamentals of Biostatistics II (3)
- PH 7525 Statistical Computing (3)

MPH EPID Concentration Elective Courses (9 hours):
Select at least 3 courses from the following list of elective EPID approved courses:

- PH 7014 Epidemiology of STDs and HIV (3)
- PH 7265 Epidemiology and the Prevention of Violence (3)
- PH 7275 Chronic Disease Epidemiology (3)
- PH 7280 Infectious Disease Epidemiology (3)
- PH 7290 Case Studies in Epidemiology (3)
- PH 7355 Prevention Methods (3)
- PH 7365 Epidemiology of Adolescent and Young Adult Health Risk Behaviors (3)

- PH 8260 Spatial Population Health I (3)
- [PH 8261] Spatial Population Health II (3)
- PH 8285 Social Determinants of Health (3)
- PH 8790 Special Topics in Epidemiology (3)
- [PH 8880] Public Health Study Abroad (3) *(up to 3 credits of PH 8880 may count here)*

MPH Health Management and Policy Concentration

The MPH health management and policy (HMGP) concentration 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 health care services, and evaluating quality and outcomes of health care services and programs. The Health Management and Policy concentration draws upon a variety of disciplines, including health administration, health policy, public administration, business, public health law, health ethics, and economics.

Required MPH HMGP Concentration Courses (9 hours):

- PH 7130 Leadership and Public Health (3)
- PH 7170 Public Health Policy (3)
- PH 8250 Health Economics and Policy (3)

MPH HMGP Concentration Elective Courses (9 hours):
Select at least two (2) courses from the following HMGP list A of approved elective courses (6 hours):

- PH 7012 Health Program Planning, Implementation and Evaluation (3)
- PH 7300 Urban Health (3)
- PH 7340 Built Environment and Health (3)
- PH 7521 Evaluation Research (3)
- PH 7535 Dissemination and Implementation Science (3)
- PH 7600 Global Health (3)

Select at least one (1) course from the following HMGP list B of approved elective courses (3 hours):

- PH 7325 Urban Health Seminar (1)
- PH 7522 Qualitative Research (3)
- PH 7525 Statistical Computing (3)
- PH 7555 Disability and Public Health (3)
- PH 7565 Disability Policy (3)
- PH 7570 Childhood Obesity Prevention (3)
- PH 8290 Population Health Informatics (3)
- [PH 8880] Public Health Study Abroad (3) *(up to 3 credits of PH 8880 may count here)*
- HA 8190 Health Policy and Ethics (3)
- HA 8700 Health Services Research and Evaluation Methods (3)
- HHS 8000 Trends Affecting Health. Policies, Practices, Laws (3)
- LAW 7244 Public Health Law (2-3)
- PMAP 8010 Social Policy (3)

- PMAP 8431 Leadership and Organizational Behavior (3)
- PMAP 8531 Policy Analysis (3)
- [SOC 7110] Aging Policy and Service (3)

MPH Health Promotion and Behavior Concentration

The concentration in Health Promotion and Behavior (HPMB) will provide MPH students with the skills, knowledge, and experiences to promote health and prevent diseases within populations and communities. This concentration will also provide students with a strong foundation for developing expertise in health promotion by specifically emphasizing public health, ecological, and behavioral contexts throughout the curriculum. Courses are designed to integrate theory, practice, and research.

Required MPH HPMB Concentration Courses (9 hours):

- PH 7016 Introduction to Health Promotion (3)
- PH 7022 Health Behavior Theory for Public Health Research (3)
- PH 7521 Evaluation Research (3)

MPH HPMB Concentration Elective Courses (9 hours):
Select at least 3 courses from the following list of HPMB approved elective courses:

- PH 7014 Epidemiology of STDs and HIV (3)
- PH 7020 Principles of Tobacco Control (3)
- PH 7025 Health Disparities (3)
- PH 7027 Fundamentals of Biostatistics II (3)
- PH 7170 Public Health Policy (3)
- PH 7265 Epidemiology and the Prevention of Violence (3)
- PH 7275 Chronic Disease Epidemiology (3)
- PH 7300 Urban Health (3)
- PH 7340 Built Environment and Health (3)
- PH 7365 Epidemiology of Adolescent and Young Adult Health Risk Behaviors (3)
- PH 7522 Qualitative Research (3)
- PH 7525 Statistical Computing (3)
- PH 7535 Dissemination and Implementation Science (3)
- PH 7555 Disabilities and Public Health (3)
- PH 7565 Disability Policy (3)
- PH 7570 Childhood Obesity Prevention (3)
- PH 7600 Global Health (3)
- [PH 8260] Spatial Population Health I (3)
- [PH 8261] Spatial Population Health II (3)
- PH 8275 Health Literacy (3)
- PH 8285 Social Determinants of Public Health (3)
- PH 8880 Public Health Study Abroad (3) (up to 3 credits of PH 8880 may count here)

8040.15 MPH Degree Progression

Critical milestones are assessed based on credit hours and semesters completed within the MPH degree program.

- **Milestone #1**: Students are expected to have their thesis/capstone (culminating experience) proposal accepted by their thesis/capstone chair and committee by no later than the completion of 36 credit hours in the MPH program. The approved thesis proposal form must be submitted to the Office of Academic Assistance and Career Services within the same 36 credit hours. Waivers to this credit rule are by petition only and may be adjusted for approved leaves of absence, medical leave or disability as detailed elsewhere in school or university policies. Failure to submit an approved thesis/capstone proposal by the conclusion of 36 credit hours will place the student on scholastic probation.
- **Milestone #2**: Once a student initially enrolls in their thesis/capstone course, students are expected to successfully defend and publish (upload to Georgia State University) their thesis/capstone within two academic semesters (including summer). Failure to complete the thesis/capstone within two academic semesters will place the student on scholastic probation. Failure to complete the thesis/capstone by the end of the 3rd semester will result in a scholastic exclusion from the MPH program.
- **Milestone #3**: The maximum time limit set by the faculty for completing the MPH graduate degree program is six (6) years from the first semester of admission to the MPH. After six years, courses will begin to expire in order of first completed, and may require re-enrollment or replacement with advanced coursework to satisfy degree requirements.

If a student's progress indicates scholastic probation, the student will receive a notice of this from the Director of the Office of Academic Assistance and Career Services (OAA), and the notice will be sent by e-mail message to their official Georgia State University e-mail account. Within fifteen (15) working days of receipt of this notice, the student should submit a memo to the Director of OAA (from the student's Georgia State University e-mail account) documenting how he or she intends to achieve the relevant milestone before reaching the criterion for initiating a dismissal action. If a student's progress indicates initiation of a scholastic exclusion action *or* if a student fails to submit a memo, the student will receive a scholastic exclusion action notice from the Director of OAA.

Students may appeal the pending exclusion action by petitioning the Dean of the School of Public Health but they must do so before the end of the semester in which their progress first indicated initiation of an exclusion action. If they appeal, students are required to submit as part of their appeal an individualized plan, approved by their thesis/capstone chair, detailing dates by which they intend to meet any milestones yet unachieved.

At any time the student believes they may have difficulty meeting the critical milestones, they should immediately consult with their Graduate Advisor in the Office of Academic Assistance and Career Services.

8040.20 Master of Public Health /Juris Doctor Dual Degree

The College of Law and the School of Public Health offer a Juris Doctor (JD)/ Master of Public Health (MPH) in the Health Management and Policy (HMGP) concentration dual degree program. This dual program provides an opportunity to pursue studies in law and public health concurrently. The JD/MPH-HMGP enables students to earn both degrees in a shorter time than would be possible if students pursued

each degree separately. Dual degree programs include separate, but affiliated degree programs that are linked through shared curricular offerings and collaborative administrative processes.

Credit hours earned in one degree program satisfy some requirements of the other degree program. No credit hours for the MPH courses will be applied toward the JD requirements until a student has completed the MPH; similarly, no credit hours for the JD courses will be applied toward the MPH requirements until completion of the JD. In other words, a student cannot graduate from the JD and MPH in the same semester—a student must graduate from either program in a given semester, and then the second program in a subsequent semester. Students interested in pursuing a JD/MPH must be admitted into and enroll in both degree programs prior to completion of 30 credit hours of MPH coursework and 60 hours of JD coursework in order to qualify for the dual degree program. When admitted to the JD/MPH program, students must complete the first 30 hours of required courses in the JD program as soon as possible (immediately upon JD admission). After completion of these 30 hours of law courses, course enrollment in either college or both colleges concurrently is permitted and may resume. Students must complete the dual degree program within six years of the initial semester of enrollment. Students should be able to complete both degrees in four years.

JD/MPH Dual Degree Admissions

To participate in the JD/MPH dual degree program, students must apply separately for admission to the College of Law and the School of Public Health. Students are strongly encouraged to apply to both programs simultaneously. However, there is some opportunity to apply and enroll in the dual degree program after admission to only one of the schools, if a student has not proceeded too far in that school's program. Students interested in pursuing a JD/MPH must be admitted into and enroll in both degree programs prior to completion of 30 credit hours of MPH coursework and 60 hours of JD coursework in order to qualify for the dual degree program.

Students must take the LSAT to apply to the College of Law. The School of Public Health will accept the LSAT in lieu of the GRE if a student is admitted into the College of Law first. If a student applies concurrently to the College of Law and School of Public Health, or if a student is admitted to the College of Law after they are admitted to the School of Public Health, that student will need to provide a GRE score as well. Admission into one program does not presume admission into the other. Students who gain admission into both programs and become dual degree JD/MPH students should self-disclose their dual degree status to the MPH Graduate Advisor at the School of Public Health and the Associate Director of the Center for Law, Health and Society at the College of Law immediately upon admission into their second program of study (either JD or MPH). An email from the student to both the MPH Graduate Advisor and CLHS Associate Director is preferred. Failure to send this notification to their two advisors may result in the student having to complete both programs in their entirety and become ineligible for the dual JD/MPH degree program opportunity.

What can I do with a dual degree in law and public health?

- Private law practices specializing in healthcare, pharmaceuticals, and food and drug policy
- Legal counsel in federal, state, and local government agencies
- Government affairs and advocacy
- Research institutions and higher education
- Non-profit organizations

Resources like the CDC's Public Health Law Program, Network for Public Health Law, APHA Law Section, and the American Health Lawyers Association provide connections to similarly trained individuals throughout the country through conferences, training, and networking. Read more information in the findings from the Network for Public Health Law's interactive tool.

JD/MPH HMGP DUAL DEGREE REQUIREMENTS (106 hours)

MPH – minimum 28 School of Public Health credit hours *(+ 14 or more public health-related College of Law credit hours, taken for the JD)*

Required MPH Core Courses (16 hours):

- PH 7011 Epidemiology for Public Health (3) or PH 7711 Epidemiologic Methods I (3)
- PH 7017 Fundamentals of Biostatistics I (4)
- PH 7140 Social and Behavioral Aspects of Public Health (3)
- PH 7150 Environmental Health (3)
- PH 7160 Introduction to the Health Care System (3)

Required MPH Research Methods Course (3 hours):

PH 7019 Public Health Research Methods (3)

Required MPH HMGP Concentration Courses (6 hours):

- PH 7130 Leadership and Public Health (3)
- PH 7170 Public Health Policy (3)

Required MPH Thesis or Capstone Project Course (3 credit hours):

- PH 7990 Public Health Thesis or Capstone (3)
- PH 7991 Capstone (3)

Required MPH Practicum Course (2 credit hours) or (2 credit hours minimum) of public health-related Lawyering Skills Course:

PH 7960 Public Health Practicum (2) or Public Health-Related Lawyering Skills Course (2+)*
*Standard MPH HMGP students complete two (2) credit hours of PH 7960 Public Health Practicum; however, JD/MPH HMGP dual degree students may satisfy this PH 7960 requirement by completing 3-6 credit hours of a College of Law lawyering skills course: specifically in the Health Law Partnership (HeLP) Legal Services Clinic at Georgia State University [law.gsu.edu/clinics/help-legal-services-clinic/], a health law related externship [law.gsu.edu/experiential-learning/externships/], or Health Legislation and Advocacy clinical program [law.gsu.edu/clinics/]. For either a traditional PH 7960 practicum or for a lawyering skills course in lieu of a practicum, the student must FIRST complete all MPH core courses, LAW 7240, and LAW 7244 before beginning the practicum or lawyering skills course. If a lawyering skills course is taken prior to completing those required MPH core courses, it will not count for the PH 7960 practicum requirement. This is simply because the MPH curriculum design requires the practicum to be an opportunity for students to demonstrate the specific MPH knowledge and skills they learned in their MPH

courses; therefore, students cannot apply the knowledge and skills acquired through their MPH courses of study in the practicum until after they have completed those MPH courses. Students must submit a Waiver/Substitution form to the School of Public Health for the lawyering skills course to be counted in lieu of the PH 7960 practicum requirement [publichealth.gsu.edu/students/practicum/practicum-forms/]. The School of Public Health will make the final decision on if a completed lawyering skills course fulfills the PH 7960 requirement. Alternatively, JD/MPH student may elect to complete the standard public health practicum course.

Required MPH HMGP Concentration-related College of Law Elective Courses (12 hours):

- LAW 7240 Health Law: Financing and Delivery (3)
- LAW 7244 Public Health Law (3)
- 6 hours of any qualifying College of Law electives related to both health management and policy and law with "B"grade or better– counted below

JD – minimum 78 College of Law hours *(+12 or more law-related School of Public Health credit hours, taken for the MPH)*

43 hours of required College of Law course

35 hours of College of Law elective courses, which include:

12 hours HMGP Concentration-related College of Law Elective Courses:

- LAW 7240 Health Law: Financing and Delivery (3)
- LAW 7244 Public Health Law (3)
- 6 hours of any qualifying College of Law electives related to both health management and policy and law

23 hours of additional elective courses
(3 hours could be a lawyering skills course such as externship, clinic, or summer fellowship for credit, relevant to public health)

At least 2 hours of the 35 must satisfy writing requirement (health law or other)

- Health Law Partnership (HeLP) Legal Services Clinic: law.gsu.edu/clinics/help-legal-services-clinic/.
- Health Law externship: law.gsu.edu/experiential-learning/externships/.
- Health Legislation and Advocacy clinical program: law.gsu.edu/clinics/.

8040.30 Master of Public Health / Doctor in Philosophy in Community Psychology Dual Degree

The Department of Psychology and the School of Public Health offer a joint Master of Public Health/Doctor of Philosophy Degree in Psychology. Students enroll in either the Health Promotion and Behavior or the Epidemiology concentrations of the MPH program in the School of Public Health and in the Community Psychology concentration of the Department of Psychology. This dual program provides an opportunity to pursue studies in public health and community psychology concurrently. The

MPH/Ph.D. Community Psychology enables students to earn both degrees in a shorter time than would be possible if they pursued each degree separately.

Admissions

To participate in the MPH/Ph.D. Community Psychology dual degree program, prospective students are strongly encouraged to apply separately for admission to the College of Arts and Sciences, Department of Psychology (Community Concentration) and the School of Public Health, but are not required to do so. Applicants may complete a single application to the College of Arts and Sciences, Department of Psychology (Community Concentration) and indicate on the application their interest in the dual degree program on their Ph.D. Community Psychology application — if admitted into the Ph.D. Community Psychology program, applicants should email their assigned Ph.D. Community Psychology advisor to ensure their interest in the dual degree program has been noted, and their application is now being considered by the other program of interest (the MPH in the School of Public Health).
Prospective students are **strongly encouraged** to apply to both programs simultaneously for the same entry term/semester. This gives students the best opportunity to apply the maximum number of dual degree (having credit hours earned in one degree program satisfy some requirements of the other degree program). Still, there is some opportunity to apply and enroll in the dual degree program after admission to only one of the schools, if a student has not proceeded too far in that school's program. If interested in pursuing a MPH/Ph.D. Community Psychology, **students must be admitted into both programs and enroll in the dual degree program prior to completion of 30 hours of MPH coursework or 30 hours of Ph.D. Community Psychology coursework**.

Applicants must take the GRE to apply to both programs. Admission into one program does not presume admission to the other. Students who gain admission into both programs and become dual degree MPH/Ph.D. Community Psychology students should self-disclose their dual degree status to their Ph.D. Community Psychology advisor and the MPH Graduate Advisor immediately upon admission into their second program of study (either Ph.D. Community Psychology or MPH). A joint email from the student to both their Ph.D. Community Psychology advisor and the MPH Graduate Advisor is preferred. Failure to send this notification to their advisors may result in the student having to complete both programs in their entirety and become ineligible for the dual MPH/Ph.D. Community Psychology degree program opportunity.

Once admitted to the dual program students will be enrolled in both the School of Public Health and the College of Arts and Sciences concurrently. A student cannot graduate from the Ph.D. Community Psychology and MPH programs in the same semester—a student must graduate from either program in a given semester, and then the second program in a subsequent semester. Students are expected to complete your dual degree program within six years of the initial semester of enrollment (and must complete it in no longer than 8 years). The MPH program must be completed within 6 years of initial enrollment. Students should be able to complete both degrees in five to six years.

What can a graduate do with a dual degree in public health and psychology?

- University/College appointments in higher education in public health, psychology, or allied disciplines
- Research, evaluation, and/or program roles in international, federal, state, and local government agencies

- Research, evaluation, and/or program roles in public and private research and evaluation firms, foundations, and advocacy organizations
- Variety of roles in policy and advocacy organizations
- Independent consulting

In addition to major organizations in Public Health (e.g., American Public Health Association, APHA) and Community Psychology (Society for Community Research and Action, SCRA), several interdisciplinary professional organizations like the Society for Public Health Education (SOPHE), American Evaluation Association (AEA), and the Society for Prevention Research (SPR) provide links to similarly trained individuals throughout the country through conferences, training, and networking.

Degree Requirements for Dual MPH/Ph.D. Community Psychology Program
(98-104 for Students in MPH Health Promotion and Behavior and 101-107 hours for Students in MPH Epidemiology Concentration)

MPH HPMB Concentration– 45 hours
16 hours of MPH core courses

- PH 7011 Introduction to Epidemiology (3) or PH 7711 Epidemiologic Methods I (3)
- PH 7017 Fundamentals of Biostatistics I (4)
- PH 7140 Social and Behavioral Aspects of Public Health (3)
- PH 7150 Environmental Health (3)
- PH 7160 Introduction to Health Care System (3)

3 hours of research methods (taken in either psychology or public health)
Choose one (3):

- PH 7019 Public Health Research Methods (3), or
- PSYC 8010 Research Methods in Psychology, or
- PSYC 8014 Research Methods in Community Psychology.

9 hours of MPH HPMB concentration courses

- PH 7016 Introduction to Health Promotion (3)
- PH 7022 Health Behavior Theory for Public Health Research (3) *(possibly satisfies Ph.D Community Psychology elective)*
- PH 7521 Evaluation Research (3)

9 hours of Psychology Core/Community Psychology ***(possibly satisfies MPH electives)***

- PSYC 8200 Introduction to Community Psychology (3)
- PSYC 8420 Psychological Research Statistics II (3)

Choose one (3):

- PSYC 8220 Community Interventions, Social Change, and Prevention (3)
- PSYC 8060 Issues of Human Diversity (3)

- PSYC 8230 Assessment, Consultation, and Evaluation I (ACE I)
- [PSCY 8260] Assessment, Consultation, and Evaluation in Community Psychology II (ACE II)
- PSYC 8280 Psychology, Advocacy, and Organizing (3)
- PSYC 9900 Qualitative Methods (3)
- PH 7522 Qualitative Research (3)

2 hours of MPH practicum

PH 7960 Public Health Practicum (2)

3 hours of MPH thesis
PH 7990 Public Health Thesis (3)

Note: Students should simultaneously register for *PSYC 8999 Master's Thesis Research (3)* to fulfill psychology thesis requirements; however, this PSYC 8999 course does not count towards the MPH thesis requirement or MPH degree program.

Note: MPH/Ph.D. dual degree students must complete *PH 7990 Public Health Thesis (3)*: Capstones or other MPH culminating experiences are not permitted for MPH/Ph.D. Community Psychology dual degree students.

MPH EPID Concentration – 48 hours
16 hours of MPH core courses

- PH 7711 Epidemiologic Methods I (3)
- PH 7017 Fundamentals of Biostatistics I (4)
- PH 7140 Social and Behavioral Aspects of Public Health (3)
- PH 7150 Environmental Health (3)
- PH 7160 Introduction to Healthcare System (3)

3 hours of research methods (taken in either psychology or public health)
Choose one (3):

- PH 7019 Public Health Research Methods (3), or
- PSYC 8010 Research Methods in Psychology, or
- PSYC 8014 Research Methods in Community Psychology.

12 hours of MPH EPID concentration courses and elective

- PH 8721 Epidemiologic Methods II (3)
- PH 7027 Fundamentals of Biostatistics II (3)
- PH 7525 Statistical Computing (3)

Choose one from the Approved EPID elective course list (3):

- PH 7290 Case Studies in Epidemiology (3), or
- PH 7355 Prevention Methods (3), or

- PH 7014 Epidemiology of HIV/STD (3), or
- PH 7265 Epidemiology and the Prevention of Violence (3), or
- PH 7275 Chronic Disease Epidemiology (3), or
- PH 7280 Infectious Disease Epidemiology (3), or
- PH 7285 Social Determinants of Public Health (3), or
- PH 7365 Epidemiology of Young Adult & Adolescent Risk Behaviors (3), or
- PH 8790 Special Topics in Epidemiology (3)

9 hours of Psychology Core/Community Psychology ***(possibly satisfies MPH electives)***

- PSYC 8200 Introduction to Community Psychology (3)
- PSYC 8420 Psychological Research Statistics II (3)

Choose one (3):

- PSYC 8220 Community Interventions, Social Change, and Prevention (3)
- PSYC 8060 Issues of Human Diversity (3)
- PSYC 8230 Assessment, Consultation, and Evaluation I (ACE I)
- [PSCY 8260] Assessment, Consultation, and Evaluation in Community Psychology II (ACE II)
- PSYC 8280 Psychology, Advocacy, and Organizing (3)
- PSYC 9900 Qualitative Methods (3)
- PH 7522 Qualitative Research (3)

2 hours of MPH practicum
PH 7960 Public Health Practicum (2)

3 hours of MPH thesis
PH 7990 Public Health Thesis (3)

Note: Students should simultaneously register for *PSYC 8999 Master's Thesis Research (3)* to fulfill psychology thesis requirements; however, this PSYC 8999 course does not count towards the MPH thesis requirement or MPH degree program.

Note: MPH/Ph.D. dual degree students must complete *PH 7990 Public Health Thesis (3)*: Capstones or other MPH culminating experiences are not permitted for MPH/Ph.D. Community Psychology dual degree students.

Ph.D. Community Psychology—53-59 hours
15-24 hours of remaining core and elective courses in Psychology

- PSYC 8060 Issues of Human Diversity (0-3) *(may have been taken for MPH already; if so, not required here)*
- PSYC 8490 Scientific and Professional Ethics in Psychology (3)
- PSYC 8500 History of Psychology (3)
- PSYC 9940B Specialized Seminars in Psychology (3)
  Note: one credit hour of PH 7325 Urban Health Seminar (1) may be used towards this requirement with approval from the PSYC department.

- PSYC 9960A Teaching Supervision A (3)

Community Psychology Elective courses approved by doctoral program advisor (*up to 6 hours may have been taken for MPH already; if so, not required here*). Choose three (3-9):

- PSYC 8220 Community Interventions, Social Change, and Prevention (3)
- PSYC 8060 Issues of Human Diversity (3)
- PSYC 8230 Assessment, Consultation, and Evaluation I (ACE I)
- [PSCY 8260] Assessment, Consultation, and Evaluation in Community Psychology II (ACE II)
- PSYC 8280 Psychology, Advocacy, and Organizing (3)
- PSYC 9900 Qualitative Methods (3)
- *One PSYC department-approved MPH concentration course (3)*

6 hours of community psychology practicum

- PSYC 9960C Practicum Community (6)

9 hours of community psychology reading for general exam

- PSYC 9980 Readings for General Examination (9)

20 hours of community psychology doctoral dissertation

- PSYC 9999 Doctoral Dissertation Research (20)
- PSYC 9910 Research Hours (Ongoing registration is required throughout the duration of the Ph.D. Community Psychology program, though PSYC 9910 hours are not counted towards either degree requirements.)

8050 Graduate Certificate in Public Health

8050 Graduate Certificate in Public Health

The Graduate Certificate in Public Health (GCPH) is a 16-credit hour program of study. The content includes three core courses taught in the Master of Public Health degree program and two electives. All courses have been specially designed and developed for students currently working in public health or related field who seek to maintain, upgrade, or advance their public health knowledge and skills.

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

GRADUATE CERTIFICATE IN PUBLIC HEALTH REQUIREMENTS (16 hours):

1. **Required GCPH Core Courses (10 hours)**
    - PH 7011 Epidemiology for Public Health (3) or PH 7711 Epidemiologic Methods I (3)
    - PH 7017 Fundamentals of Biostatistics I (4)
    - PH 7160 Introduction to the Health Care System (3)
2. **Required GCPH Elective Courses (6 hours):**
    - Select at least two electives in consultation with either the SPH Graduate Advisor in the Office of Academic Assistance and Career Services (OAA) or a faculty mentor. Electives must be approved, in writing, by OAA and should be geared toward maintaining, upgrading, or advancing public health knowledge and skills related to the student's current or future career.

Applying GCPH credit hours to Public Health Graduate degree programs. Students who wish to change from GCPH enrollment to graduate degree seeking status must file an application for the graduate program desired and provide 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 School of Public Health may be obtained from the Office of Academic Assistance and Graduate Career Services: publichealth.gsu.edu/academic/apply/.

GCPH credit hours may apply to School of Public Health graduate degree programs. However, all credits, including GCPH-earned credits, presented for the Master's degree must have been earned within six calendar years of the date of Master's degree conferral, and all credits presented for the Ph.D. degree must have been earned within nine calendar years of the date of Ph.D. degree conferral. Grades from all attempts at all Georgia State University courses that are taken at the graduate level will become part of the student's GPA.

8060 Doctor of Philosophy in Public Health

Shannon Self-Brown
Professor and Doctoral Program Director

Approved by the University System of Georgia Board of Regents in March 2011, the Doctor of Philosophy (Ph.D.) in Public Health academic degree in the School of Public Health is the first Georgia Board of Regent's approved public health doctoral degree in the metropolitan Atlanta area. The degree requirements 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. Within the doctoral degree, students choose between distinct doctoral concentrations, or programs of study, offered by the School. They include: Epidemiology (EPID), Environmental Health (EVHT), Health Promotion and Behavior (HPMB), or Health Services and Policy Research (HSRP). While the Georgia State University School of Public Health offers four distinct Ph.D. programs in four different concentrations—EPID, EVHT, HPMB, and HSRP—this catalog will occasionally refer to a singular Ph.D. degree when discussing requirements that pertain to all School of Public Health doctoral programs of study and students.

8060.10 Ph.D. Degree Requirements

The Ph.D. degree requires completion of a minimum of sixty-two (62) credit hours of coursework and a declared concentration in a public health core area. Students are also required to complete a dissertation. The candidates must satisfy the course requirements and credit hours in the following areas:

Required Prerequisites – MPH Core Courses (16 hours):

- PH 7011 Epidemiology for Public Health (3) *or* PH 7711 Epidemiologic Methods I (3) *(EPID doctoral students must choose and complete PH 7711; EVHT, HPMB and HSRP doctoral student may complete either PH 7011 or PH 7711)*
- PH 7017 Fundamentals of Biostatistics I (4)
- PH 7140 Social and Behavioral Aspects of Public Health (3)
- PH 7150 Environmental Health (3)
- PH 7160 Introduction to the Health Care System (3)

Doctoral students may waive these MPH Core Courses if they:

- enter the Ph.D. program with a MPH degree that included "B" grades or better in their MPH courses related to the five knowledge areas basic to public health (biostatistics, epidemiology, environmental health sciences, social and behavioral sciences or dimensions of public health, and health services administration or introduction to the health care system), and/or have successfully completed a comparable course(s) with a grade of "B" or better, as documented by an official university transcript. Syllabi for courses may also be requested.
- and/or have completed employment or other training(s) that enable them to demonstrate the knowledge, skills, and abilities acquired in the MPH core courses listed above.

Students meeting the above criteria should provide a petitions for waiver for each of the five areas (courses) being requested for waiver. The Petition for Waiver is a written statement, along with any evidentiary documentation, that assures the School that the doctoral student has mastered one (or more) of the five areas of knowledge basic to public health through another manner (i.e. MPH degree, career experience, advanced or seminar coursework that included mastery of the five areas of knowledge basic to public health, etc.). This Petition must be approved by the Doctoral Program Director. The Doctoral Program Director may defer to the Director of the Division in which the petitioned course is offered. Upon approval by the Doctoral Program or Division Director, the Petition is then forwarded to the Office of Academic Assistance and Career Services (OAA) for their approval. OAA may request the input of the Associate Dean for Academic Affairs and/or the Academic Affairs Committee, but that is not required. Once the Director of OAA notes OAA's approval, the student's file and PAWS electronic program of study is updated to note satisfaction of the required prerequisite(s).

Students who are admitted without these MPH core courses, comparable courses and/or skills will be required to take the five MPH core courses listed above as prerequisites to the doctoral degree. Some doctoral degree courses may be taken concurrently with prerequisite MPH core courses—students should consult their Faculty Advisor or the Doctoral Program coordinator. Note: In situations where the doctoral student has an MPH or appropriate graduate work from an institution known to the School, the School will pre-waive the prerequisite MPH core courses on behalf of the student during the admission and initial

enrollment process. The student should confirm that this has been done by viewing their PAWS program of study audit; still, any student with doubt that this pre-waiver has been done or who does not see a waiver of the MPH core courses in their program of study audit should submit the Petition for Waiver as stated above.

Doctoral Degree Requirements (62 hours):

1. **Required Ph.D. Core Courses (18 hours):** The following courses constitute the Public Health Doctoral Degree Core:
    - PH 8721 Epidemiologic Methods II (3)
    - PH 9120 Theory and Practice in Health and Prevention Instruction (3)
    - PH 9140 Advanced Research Methods (3)
    - PH 9150 Public Health Ethics (3)
    - PH 9810 Biostatistical Methods I (3)
    - PH 9820 Biostatistical Methods II (3)
2. **Required Ph.D. Concentration Courses (27 hours):**
   Twenty seven (27) hours of required coursework and electives have been established to ensure that students achieve proficiency in the competencies and skills related to each Ph.D. program of study: Epidemiology (EPID), Environmental Health (EVHT), Health Promotion and Behavior (HPMB), or Health Services and Policy Research (HSRP). Each student selects a program concentration upon application to the Ph.D. degree. To meet the individualized, in-depth training needs of doctoral students, many concentration research methods and/or elective areas have multiple course options that doctoral students may choose from to satisfy their unique learning needs and future career paths. All choices should be made in consultation with the student's Faculty Advisor, and Faculty Advisor agreement with the course choices is implied on the Faculty Advisor and Doctoral Advisory Committee approved Doctoral Program of Study form (see Section *8060.60 Doctoral Program of Study Form* for more information). Students are encouraged to seek Faculty Advisor consultation well before concentration research methods and/or elective course registration.
3. **Required Ph.D. Professional Seminar Courses (5 hours):**
    - PH 9180 Doctoral Research Seminar I (3)
    - PH 9181 Doctoral Research Seminar II (2)
4. **Required Comprehensive Ph.D. Examination:**
   Students will be expected to pass a doctoral comprehensive exam where the student demonstrates mastery of the program competencies and proficiency in the doctoral program body of knowledge. Students will have two opportunities to pass this exam, which is graded Pass/Fail by at least two faculty members in the School of Public Health. Please see the doctoral student handbook for more details about the doctoral comprehensive exam.
5. **Required Ph.D. Research/Teaching/Applied Skills Practicum (3 hours):**

PH 9960 Public Health Doctoral Practicum (3)

6. **Required Ph.D. Culminating Experience (9 hours):**

PH 9990 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 apply the doctoral program knowledge and skills

that allow him or her 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 PH 9990. Please see the doctoral student handbook for more details about the doctoral dissertation.

Ph.D. Environmental Health Concentration

The following EVHT Competencies describe the knowledge, skills, and abilities a successful graduate will demonstrate the conclusion of this doctoral program:

- Effectively communicate the concepts of source to receptor of environmental and occupational hazards and the differentiation of the concepts of exposure from dose.
- Critically analyze alternate routes of entry of toxins into the body including inhalation, ingestion (both dietary and non-dietary) and dermal and the importance of integration of routes with regards to total dose.
- Demonstrate expertise with instrumentation and their underlying constructs employed for the measurement of chemical, physical and biologic hazards in air, water, soil, and dust.
- Understand health effects of chemical, physical and biologic agents and the interrelationship of toxicity and dose in defining levels of risk.
- Critically review, synthesize, and evaluate community and governmental agency conduct of environmental research and interventions and present appropriate implications for public health practice, public policy, and further research.
- Incorporate ethical standards of practice as the basis of interactions with organizations, communities, and individuals.

Required Ph.D. EVHT Concentration Courses (9 hours)

- PH 9270 Environmental Exposure Analysis (3)
- PH 8310 Environmental and Occupational Epidemiology (3)
- PH 8320 Human Health and Global Environmental Change (3)

Required Ph.D. EVHT Advanced Research Methods and Statistics Courses (12 hours)

Select at least 4 courses in consultation with the Faculty Advisor.

- PH 8260 Spatial Population Health I (3)
- PH 8261 Spatial Population Health II (3)
- PH 8690 Special Topics in Environmental Health (3)
- PH 8830 Advanced Statistical Topics (3)
- PH 8840 Statistical Modeling with Latent Variables I: Structural Equation Modeling (3)
- PH 8850 Statistical Modeling with Latent Variables II: Finite Mixture Modeling (3)
- PH 8890 Special Topics in Biostatistics (3)
- PH 9731 Epidemiologic Methods III (3)
- PH 9741 Advanced Topics in Epidemiologic Methods (3)
- PH 9890 Doctoral Seminar in Advanced Statistical Modeling (3)
- Other appropriate research methods/statistics courses may be approved by the Faculty Advisor on the Doctoral Program of Study form. There are a number of departments at the university that offer

relevant courses including, but not limited to, Mathematics and Statistics, Managerial Sciences (Decision Sciences unit), Economics, Marketing, Sociology, Public Management and Policy Studies, Psychology, and Educational Policy Studies (Research unit). Other courses that may be approved to satisfy this elective requirement include, but are not limited to, Structural Equation Modeling, Finite Mixture Modeling, Hierarchical Linear Modeling, Longitudinal Modeling, Survival Analysis, Bayesian Inference, Survey Sampling, Causal Inference, Missing Data, or Nonparametric Statistics. Students are recommended to receive approval from their Faculty Advisor prior to enrolling in, paying for, and completing the course.

Required Ph.D. EVHT Concentration Elective Courses (6 hours):

Select at least 2 courses in consultation with the Faculty Advisor.

- PH 8285 Social Determinants of Health (3)
- PH 8330 Environmental Factors in Maternal and Child Health (3)
- PH 8340 Genetic Susceptibilities and Environmental Health (3)
- Other appropriate Ph.D. EVHT elective courses may be approved by the Faculty Advisor on the Doctoral Program of Study form. Students are recommended to receive approval from their Faculty Advisor prior to enrolling in, paying for, and completing the course.

Ph.D. Epidemiology Concentration

The following EPID Competencies describe the knowledge, skills, and abilities a successful graduate will demonstrate the conclusion of this doctoral program:

- Understand the strengths and weaknesses of various epidemiologic study designs and research methods.
- Demonstrate expertise in the ethical conduct of human subjects research, including confidentiality and vulnerable populations.
- Critically review, synthesize, and evaluate the scientific literature and present appropriate implications for public health practice, public policy, and further research.
- Demonstrate proficiency in epidemiological research by: (1) formulating a research question and/or corresponding hypotheses, (2) developing the study design, (3) participating in data collection, (4) conducting statistical analyses, and (5) interpreting scientific results.
- Demonstrate mastery and independence as a researcher by pursuing and completing a specialized area of epidemiologic research.
- Effectively present and disseminate findings from epidemiologic research to scientific and lay audiences.

Required Ph.D. EPID Concentration Courses (9 hours)

- PH 9731 Epidemiologic Methods III (3)
- PH 9741 Advanced Topics in Epidemiologic Methods (3)
- PH 8830 Advanced Statistical Topics (3)

Required Ph.D. EPID Advanced Research Methods and Statistics Courses (6 hours)

Select at least 2 courses in consultation with the Faculty Advisor.

- [PH 8260] Spatial Population Health I (3)
- PH 8261 Spatial Population Health II (3)
- PH 8840 Statistical Modeling with Latent Variables I: Structural Equation Modeling (3)
- PH 8850 Statistical Modeling with Latent Variables II: Finite Mixture Modeling (3)
- PH 8885 Fundamentals of Clinical Trials (3)
- PH 8890 Special Topics in Biostatistics (3)
- PH 9890 Doctoral Seminar in Advanced Statistical Modeling (3)
- Other appropriate research methods/statistics courses may be approved by the Faculty Advisor on the Doctoral Program of Study form. There are a number of departments at the university that offer relevant courses including, but not limited to, Mathematics and Statistics, Managerial Sciences (Decision Sciences unit), Economics, Marketing, Sociology, Public Management and Policy Studies, Psychology, and Educational Policy Studies (Research unit). Other courses that may be approved to satisfy this elective requirement include, but are not limited to, Structural Equation Modeling, Finite Mixture Modeling, Hierarchical Linear Modeling, Longitudinal Modeling, Survival Analysis, Bayesian Inference, Survey Sampling, Causal Inference, Missing Data, or Nonparametric Statistics. Students are recommended to receive approval from their Faculty Advisor *prior* to enrolling in, paying for, and completing the course.

Required Ph.D. EPID Concentration Elective Courses (12 hours):

Select at least 4 courses in consultation with the Faculty Advisor.

- PH 7265 Epidemiology and the Prevention of Violence (3)
- PH 7275 Chronic Disease Epidemiology (3)
- PH 7280 Infectious Disease Epidemiology (3)
- PH 7290 Case Studies in Epidemiology (3)
- PH 7365 Epidemiology of Adolescent and Young Adult Risk Behaviors (3)
- PH 8285 Social Determinants of Health (3)
- PH 8790 Special Topics in Epidemiology (3)
- Other appropriate Ph.D. EPID elective courses may be approved by the Faculty Advisor on the Doctoral Program of Study form. Students are recommended to receive approval from their Faculty Advisor *prior* to enrolling in, paying for, and completing the course.

Ph.D. Health Promotion and Behavior Concentration

The following HPMB Competencies describe the knowledge, skills, and abilities a successful graduate will demonstrate the conclusion of this doctoral program:

- Develop expertise in social and behavioral theory, and application of theory to address public health problems at the individual, community or population level.
- Critically analyze research in terms of the appropriateness of the study design, sample, measures, data analysis, results, and interpretation and critically evaluate the potential impact of the new knowledge gained on public health practices and policies.
- Develop expertise in research methods and the ethical conduct of research to address scientific questions regarding health promotion research and practice.

- Develop expertise in statistical and analytic methods used in health promotion research and practice.
- Develop expertise in planning, implementation, evaluation, and dissemination of social and behavior interventions and/or policies that address public health and health behavior, especially around social-ecological interventions and interventions that address health disparities.
- Develop expertise in the communication of scientific findings, both writing and oral presentations, for both scientific and lay audiences.

Required Ph.D. HPMB Concentration Courses (9 hours):

- PH 7535 Dissemination and Implementation Science (3)
- PH 9130 Intervention and Evaluation of Health Promotion and Disease Prevention (3)
- PH 9095 Measurement and Outcomes in Social and Behavioral Health (3)

Required Ph.D. HPMB Advanced Research Methods and Statistics Courses (12 hours):

Select at least 4 courses in consultation with the Faculty Advisor:

- [PH 8260] Spatial Population Health I (3)
- PH 8261 Spatial Population Health II (3)
- PH 8830 Advanced Statistical Topics (3)
- PH 8840 Statistical Modeling with Latent Variables I: Structural Equation Modeling (3)
- PH 8850 Statistical Modeling with Latent Variables II: Finite Mixture Modeling (3)
- PH 8885 Fundamentals of Clinical Trials (3)
- PH 8890 Special Topics in Biostatistics (3)
- PH 9731 Epidemiologic Methods III (3)
- PH 9741 Advanced Topics in Epidemiologic Methods (3)
- PH 9890 Doctoral Seminar in Advanced Statistical Modeling (3)
- Other appropriate research methods/statistics courses may be approved by the Faculty Advisor on the Doctoral Program of Study form. There are a number of departments at the university that offer relevant courses including, but not limited to, Mathematics and Statistics, Managerial Sciences (Decision Sciences unit), Economics, Marketing, Sociology, Public Management and Policy Studies, Psychology, and Educational Policy Studies (Research unit). Other courses that may be approved to satisfy this elective requirement include, but are not limited to, Structural Equation Modeling, Finite Mixture Modeling, Hierarchical Linear Modeling, Longitudinal Modeling, Survival Analysis, Bayesian Inference, Survey Sampling, Causal Inference, Missing Data, or Nonparametric Statistics. Students are recommended to receive approval from their Faculty Advisor *prior* to enrolling in, paying for, and completing the course.

Ph.D. HPMB Concentration Electives courses (6 hours)

Select at least 2 courses in public health or other graduate-level programs in consultation with the Faculty Advisor and approved by the Faculty Advisor on the Doctoral Program of Study form. Students are recommended to receive approval from their Faculty Advisor *prior* to enrolling in, paying for, and completing the course.

Ph.D. Health Services and Policy Research Concentration

- The following HSRP Competencies describe the knowledge, skills, and abilities a successful graduate will demonstrate the conclusion of this doctoral program:
- Apply social science (economics, political science, sociology, etc.) concepts, theories and methods to the framing and analysis of research questions in health services delivery and health care policy.
- Describe major problems in health services delivery and health care policy that are currently the subject of empirical investigations
- Apply advanced methods of analysis and research design to describe policy-relevant issues in contemporary health care, such as: access to health care, health care financing, insurance market functioning, physician and hospital performance, healthcare management and organization, patient safety and quality of care, and health care workforce
- Effectively teach concepts and methods of health services and health policy research to students
- Design a health services or health policy research proposal involving qualitative, quantitative, or mixed methods approaches
- Conduct a health services or health policy research activity investigation suitable for peer-reviewed publication as an independent researcher
- Function as an interdisciplinary team collaborator in the design and conduct of a health services or health policy research investigation.

Required Ph.D. HSRP Concentration Courses (9 hours):

- PH 9220 Principles of Health Service Research I: Themes (3)
- PH 9240 Principles of Health Service Research II: Methods (3)
- PH 8250 Health Economics and Policy (3)

Ph.D. HSRP Concentration Advanced Research Methods, Statistics and Electives Courses (18 hours)

Select at least 6 pre-approved courses in consultation with the Faculty Advisor.

- [PH 8260] Spatial Population Health I (3)
- PH 8261 Spatial Population Health II (3)
- PH 8285 Social Determinants of Health (3)
- PH 8290 Population Health Informatics (3)
- PH 8830 Advanced Statistical Topics (3)
- PH 8840 Statistical Modeling with Latent Variables I: Structural Equation Modeling (3)
- PH 8850 Statistical Modeling with Latent Variables II: Finite Mixture Modeling (3)
- PH 8885 Fundamentals of Clinical Trials (3)
- PH 8890 Special Topics in Biostatistics (3)
- [PH 9890] Doctoral Seminar in Advanced Statistical Modeling (3)
- ECON 8220 Human Resources and Labor Markets (3)
- PMAP 8141 Microeconomics for Public Policy (3)
- PMAP 9211 Applying Research to Policymaking: Examples from Health Care Policy (3)
- SOCI 8118 Aging, Health, and Disability (3)
- SOCI 8234 Race-Ethnicity and Health (3)
- Other appropriate Ph.D. HSRP research methods/statistics and elective courses may be approved by the Faculty Advisor on the Doctoral Program of Study form. There are a number of departments at the university that offer relevant courses including, but not limited to, Mathematics and

Statistics, Managerial Sciences (Decision Sciences unit), Economics, Marketing, Sociology, Public Management and Policy Studies, Psychology, and Educational Policy Studies (Research unit). Other courses that may be approved to satisfy this elective requirement include, but are not limited to, Structural Equation Modeling, Finite Mixture Modeling, Hierarchical Linear Modeling, Longitudinal Modeling, Survival Analysis, Bayesian Inference, Survey Sampling, Causal Inference, Missing Data, or Nonparametric Statistics. Students are recommended to receive approval from their Faculty Advisor *prior* to enrolling in, paying for, and completing the course.

8060.20 Faculty Advisor and Ph.D. Advisory Committee Requirements

Upon admission to the Ph.D. degree in Public Health programs, a student is assigned a Faculty Advisor from the SPH faculty. The Faculty Advisor serves as the primary advisor, and mentors the student throughout the program and assists the student in choosing courses, signing off on official documents, and chairing the student's doctoral advisory committee (and dissertation).

Annual Review of Ph.D. Students

Ph.D. students will be given feedback from their Faculty Advisor on an annual basis. Students are required to:

1. Set up an appointment with the Faculty Advisor by June 1st each year.
2. One week prior to the scheduled appointment students must submit:
    - summary of the courses and grades taken since beginning the program,
    - a summary of professional scholarship in the last year,
    - a course paper/assignment or another product that demonstrates scientific writing skills, and proficiency with statistics.
    - a self-assessment of mastery of the doctoral competencies to date.

Faculty Advisors will use this portfolio to evaluate student progress in several areas: coursework progress and demonstrated mastery of doctoral competencies, professional scholarship, scientific writing including dissertation writing, statistical proficiency, and overall professionalism. Ph.D. milestones and goals for the next academic year should also be discussed. All students will receive written feedback from the Ph.D. Program Director or designated faculty mentor summing up the evaluation ratings and the student's standing with the program.

If progress is unsatisfactory, the student will plan a course of action with his or her advisor and the Ph.D. Program Director to improve his/her progress. If the student demonstrates unsatisfactory progress on the plan, or during more than one annual review, he or she may be scholastically excluded from the doctoral program.

8060.30 Continuous Enrollment Policy and Degree Completion

Students in all graduate programs, including doctoral 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 Georgia State University 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 and Career Services.

8060.40 Grade Point Average and Course Grade Requirements for Doctoral Students

Doctoral students must maintain a 3.2 or better overall institutional grade point average (GPA) to progress from one semester to the next, and must receive a grade of "B" or better for each School of Public Health based course (courses with prefix "PH" in front of the course number). Any doctoral student earning a grade of B- or below must repeat the public health course or not count the course towards their doctoral program of study. Doctoral students whose cumulative GPA falls below 3.2 at the end of a semester will receive a scholastic warning from the School. If at the end of the following six semester hours of enrollment, the student has not achieved a 3.2 cumulative GPA, he or she will be scholastically excluded from the doctoral program. Any student who is scholastically excluded from the program may apply for readmission after a period of one year. Time Limitations for Doctoral Students (see section 8060.50) will still apply.

8060.50 Residency Requirements and Time Limitations for Doctoral Students

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 student's term of first matriculation, it is required that he or she complete all degree requirements. Moreover, all requirements for doctoral candidacy (coursework, comprehensive examination, prospectus approval) must be completed within seven years (7) of the student's 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 (PH 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 final academic term in which all degree requirements are completed and the student graduates. Additional information about time limits and expected doctoral program completion milestones may be distributed by the Doctoral Program Coordinator, Division Directors, or a designated faculty member to doctoral students in the School of Public Health Doctoral Student Handbooks. Doctoral students will be subject to all the doctoral program completion milestone requirements, details and policies distributed in the School of Public Health Doctoral Student Handbooks. Failure to meet any of these doctoral program completion milestones may result in scholastic dismissal from the doctoral program.

8060.60 Doctoral Program of Study Form

The signed preliminary Doctoral Program of Study 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 other words, students who start in the fall semester should submit this form by the end either of the subsequent spring semester, summer semester, or by the beginning of the following fall semester at the latest. Although the preliminary Doctoral Program of Study is completed on a university form, it is for Doctoral Program Director's use only at the preliminary stage. While OAA might review the form or store it in the student's file, it is not sent to OAA for degree-auditing purposes. The preliminary Doctoral Program of Study form is simply used for the Doctoral Program Director to confirm that each doctoral student understands the doctoral program requirements, has a realistic plan and timeline in place to complete the requirements within the prescribed time limits, and has made preliminary connections to a Faculty Advisor and likely Doctoral Advisory Committee.

Once all courses (with the exception of the dissertation course) are completed or in-progress, the Doctoral Program of Study form is revised and resubmitted by the student, this time as an *official university form* that documents completion of the doctoral program requirements to date. This final Doctoral Program of Study form must be approved by the final Faculty Advisor (who will serve as the dissertation chair), the final Doctoral Advisory Committee (who will serve as the dissertation committee), and submitted to the Doctoral Program Director at least two weeks before the student applies for admission to candidacy. It is forwarded to OAA for degree-audit and final approval. The Final Doctoral Program of Study form must show all courses relevant to the doctoral program (including master-level prerequisite courses and any courses approved from other universities), in addition to Georgia State University courses satisfying the minimum doctoral degree requirements.

Transfer credits from another institution: A student may apply a maximum of nine (9) semester hours of approved course credit transferred from another sufficiently accredited institution toward fulfilling Ph.D. degree requirements. Transfer credits are processed by the School and must be approved by petition. Students requesting to petition for transfer of credits must work with the Graduate Advisor in the Office of Academic Assistance. Approval is at the discretion of the Doctoral Program Coordinator—approval is not guaranteed. The Doctoral Program Director may defer to the Director of the Division in which the petitioned course is offered. All credits, including transfer credits, presented for the Ph.D. degree must have been earned within nine calendar years of the date of degree conferral. No previously taken course with a grade of "B-" or below may be transferred into the doctoral program. Courses transferred-in for the doctoral degree may not be used in fulfilling the Doctoral Public Health Core Courses requirements or the doctoral credit-hour residency requirement. OAA will update the student's electronic PAWS program of study form at that time.

Credits earned at Georgia State University in either transient, non-degree, or other-Georgia State University-degree status: A student may apply a maximum of nine (9) semester hours of applicable Georgia State University course credit earned prior to Ph.D. program admission (while taking public health courses as either transient, non-degree, or other-Georgia State University-degree or program status) toward fulfilling PH.D. degree requirements. Credits are processed by the School—petition is not required, but students should confirm their previously completed Georgia State University courses are applicable. Students may work with the Doctoral Program Director and the Graduate Advisor in the Office of Academic Assistance to confirm applicability. Approval is at the discretion of the Doctoral Program Coordinator—approval is not guaranteed. The Doctoral Program Director may defer to the Director of the Division in which the course is offered. All Georgia State University credits presented for the Ph.D. degree must have been earned within nine calendar years of the date of public health doctoral degree conferral. Courses taken at Georgia State University that were applied to another Georgia State University degree

program may *not* be applied to the Ph.D. degree; instead, a student should seek a doctoral course waiver for these courses already applied to another Georgia State University degree program.

Doctoral Course Waivers: Doctoral students may receive a course waiver for any doctoral course already completed as part of another Georgia State University degree program (including the MPH degree program), or if the course content was already learned at another institution or training area, but was not eligible for transfer credit. Students are still expected to take the minimum number of credit hours expected for the Ph.D. degree at Georgia State University (sixty-two (62) credit hours), but when granted a course waiver, the student may complete a different graduate level course, substituted into their doctoral program in order to complete the total sixty-two (62) credit hour requirement of their doctoral degree.

No previously taken course with a grade of "B-" or below may be used for course waiver. Courses waived for the doctoral degree may not be used in fulfilling the Doctoral Public Health Core Course requirements or the doctoral credit-hour residency requirement.

Students hoping to waive a course and substitute it with another should provide a **Petition for Waiver** noting each doctoral course they hope to waive, and which course they would like to substitute in its place. The Petition for Waiver is a written statement, along with any evidentiary documentation, that assures the School that the doctoral student has mastered the course material in the course to be waived through another manner (i.e. MPH degree, another Georgia State University degree, etc.).

This Petition must be approved by the student's Faculty Advisor and the Doctoral Program Director. The Doctoral Program Director may defer to the Director of the Division in which the petitioned course is typically offered.

Upon approval by the student's Faculty Advisor and the Doctoral Program (or Division Director), the Petition is then forwarded to the Office of Academic Assistance and Career Services (OAA) for their approval. OAA may request the input of the Associate Dean for Academic Affairs and/or the Academic Affairs Committee, but that is not required. Once the Director of OAA notes OAA's approval, the student's file and program of study is updated to note a waiver of the required course(s) and the substitution of another course taking its place. (MPH-Level Core Course prerequisite requirements for the doctoral program are exempt from this rule, since these prerequisite course do not count toward the sixty-two (62) credit hour minimum requirement for doctoral programs).

8060.70 Doctoral Comprehensive Examination

Doctoral students must pass a comprehensive examination before being admitted to candidacy. The purpose of the comprehensive examination is to assess each student's mastery of the doctoral program core curriculum and to determine the student's readiness to proceed to the dissertation. To be eligible to take the comprehensive examination, the student must have completed all doctoral program prerequisites (MPH Core/Foundational Courses), all Ph.D. core courses (18 credit hours), and achieved a 3.2 or greater cumulative grade-point average in the Ph.D. program of study. Students must also receive approval from their Faculty Advisor and the Ph.D. Director. Once approved to take the exam, the Ph.D. Director will provide a study guide for the exam.

The exam is generally offered twice a year (usually Summer and Fall semesters). The comprehensive

examination is a written exam that includes an on-campus and take-home portion. The on-campus portion includes questions based on

- coursework completed in the doctoral program prerequisites, specifically the introductory public health learning objectives (CEPH's *MPH and DrPH Foundational Public Health Knowledge*) and the MPH Core/Foundational Courses, and
- the following Ph.D. core courses: PH 8721 Epidemiologic Methods II; PH 9120 Theory and Practice in Health and Prevention Instruction; PH 9140 Advanced Research Methods; and PH 9150 Public Health Ethics.

The take-home portion of the exam is an applied statistics item based on the following Ph.D. core courses:

- PH 9810 Biostatistical Methods I and PH 9820 Biostatistical Methods II.

Note: The comprehensive exam does not include a focus on the concentration courses or competencies. The student is expected to demonstrate expertise in the concentration area and its competencies during the dissertation process (proposal meeting, drafting, and dissertation defense). Each Concentration may have specific requirements related to demonstrating concentration mastery during the dissertation process, and demonstration of concentration competencies will be graded according to a rubric developed by the concentration faculty. Students should meet with their Faculty Advisor to determine the requirements for the concentration.

To successfully pass the comprehensive exam, 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. The exam is graded according to a rubric developed by faculty members who instruct the courses in the Ph.D. core areas.

If the student meets expectations on all exam sections, the student will pass the exam. If the student has *minor* issues on just one sub-section of the exam, the faculty graders may opt to offer the student an opportunity for a faculty directed revision via a written addendum that focuses on the identified area of weakness. If the student demonstrates *major* weaknesses on one or more sub-sections of the exam, the student will be offered one additional opportunity to complete the written exam the next time is the exam is offered. Students who do not meet expectations on the initial exam may be required to take additional coursework or complete other learning experiences prescribed by the student's Faculty Advisor, Doctoral Advisory Committee, the Ph.D. Director, and/or a designated faculty member, prior to retaking the exam. Students may only continue in the doctoral program if they complete prescribed additional coursework or learning experiences, if any, by the timeline agreed upon, and pass the comprehensive examination on the second attempt. Students have two opportunities to pass the comprehensive examination. Faculty required revisions to an initial comprehensive examination attempt count as a second examination attempt. Students have two opportunities to pass the comprehensive examination. Faculty required revisions to an initial comprehensive examination attempt count as a second examination attempt. Failure on the second attempt will result in scholastic dismissal from the doctoral program.

Students are expected to recognize and uphold the highest standards of intellectual and academic integrity. For explicit coverage of these policies students are advised to read the University and Student Codes of Conduct in the Graduate Catalog. These policies discuss plagiarism, cheating on examinations, unauthorized collaboration, falsification, and multiple submissions of material for credit without permission.

Examination content and structure varies between concentrations, between students, and from year-to-year to ensure relevance to the student's training and integrity in the testing procedure. Information about the comprehensive exam structure and requirements, evaluation and scoring, and the polices governing the testing procedures are distributed by the Ph.D. Director or designated SPH faculty member to comprehensive exam eligible students immediately prior to their comprehensive examination date. Ph.D. students are subject to the comprehensive exam requirements and policies distributed at that time.

8060.80 Admission to Candidacy

Admission to candidacy for a doctoral student is requested immediately after the successful completion of the comprehensive examination. The following is a complete list of requirements for admission to candidacy:

1. All prerequisites set as a condition to admission to candidacy have been satisfactorily completed.
2. The Doctoral Advisory Committee, the Doctoral Program Director, and OAA have approved the final program of study.
3. A GPA of 3.2 has been maintained for all graduate courses taken and for all completed courses on the program of study. A grade of "B" or better for each School of Public Health based course (courses with prefix "PH" in front of the course number) must be earned, and 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 School.
5. The Doctoral Advisory Committee, including any necessary changes in the membership, is confirmed and all its members have been notified of their appointment.
6. The residency requirement has been met.

Application for Admission to Candidacy

This form must be submitted to OAA as soon as possible following the completion of the Admission to Candidacy requirements. Candidacy begins on the date the form is received by the School. 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 nine (9) hours of dissertation credit. The student must also meet all other deadlines for graduation in that semester. A student must register for a minimum of three (3) dissertation credit hours in any semester when using University facilities, and/or faculty or staff time. The School shall not accept a dissertation if the student has not been admitted to candidacy for the degree.

Time Limit on Candidacy

All doctoral program 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 School. Additional information about time limits and expected dissertation completion milestones may be distributed by the Doctoral Program Coordinator, Division Directors, or a designated faculty member to candidacy eligible students immediately prior to their admission to candidacy. Doctoral students will be subject to all the dissertation completion milestone

requirements, policies and procedures distributed at that time. Failure to meet any of these dissertation completion milestones may result in scholastic dismissal from the doctoral program.

8060.90 Dissertation

Enrollment for dissertation credit (PH 9990) is permitted only after successful completion of the comprehensive examination.

Doctoral Advisory Committee

It is most important that the persons who serve on the Doctoral Advisory Committee (occasionally referred to as the Doctoral Dissertation 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 concentration affiliation. The Doctoral Advisory Committee consists of a minimum of three members: Two members must be within the School of Public Health and hold graduate faculty status. The third member may be from the School of Public Health or outside the School/Georgia State University, but he/she must have a Ph.D., MD, or other terminal degree and must have expertise in the content area or methodology used in the proposal that can be demonstrated upon review of a curriculum vita by the Doctoral Program Director or student's Faculty Advisor.

Dissertation Planning

Students pursuing a Ph.D. must complete a dissertation on a subject connected with their major field of study/concentration. 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 apply the doctoral program knowledge and skills that allow him or her 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, as related to the student's concentration. 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.

Note: These guidelines do allow for secondary data analysis.

The School of Public Health accepts either the traditional dissertation form or the European (manuscript) dissertation format. The European (manuscript) dissertation format contains a first chapter that consists of a thorough synthetic review of the literature for the content area of the student dissertation. The next

chapters consist of copies of three (a) published papers, (b) manuscripts in press, (c) manuscripts submitted. Because the manuscripts may have been published, submitted, or targeted for different journals with different journal styles, the chapters may not all be formatted in the same style. As is found in published papers, each chapter would have an Introduction, Methods, Results, and Discussion section, unless one paper is a review paper, which may be approved as an option by the Doctoral Advisory Committee (dissertation committee). The final chapter should include a global perspective summary that ties together the findings in the three papers and concludes with the future directions for the student's line of research. This final chapter is not a recapitulation of the middle chapters. This chapter offers the author the unique opportunity to speculate without the fetters that constrain typical research papers.

The School of Public Health requires that the student submitting the dissertation must be listed as the first author of each article used as a chapter. One first-author manuscript that is submitted prior to the dissertation proposal meeting (no more than 1 year in advance) and is linked to the overall theme of the dissertation can be included as one of the three chapters upon approval of the major advisor. The inclusion of any articles that are previously published or accepted for publication requires permission from the copyright holder. Articles not yet copyrighted by another party will be covered under the copyright of the dissertation.

Student dissertation progress will be reviewed as part of the annual evaluation procedures, beginning in the student's third year of the doctoral program. If a student is not making expected progress on the dissertation, this will be noted on the faculty rated student annual evaluation form as not meeting expectations. Failure to make adequate progress on the dissertation in two consecutive annual evaluations will result in scholastic dismissal from the doctoral program.

Dissertation Proposal/Prospectus and Meeting

Prior to beginning the dissertation, the student must present a dissertation proposal (prospectus) to his/her Faculty Advisor. When the Faculty Advisor certifies that the written proposal for the dissertation is satisfactory, the student should schedule a meeting with the Doctoral Advisory committee to present the proposal (prospectus meeting and defense) and receive approval from the committee before moving forward with dissertation development. Specifically:

1. The student will provide a complete copy of the proposal (printed hard-copy and electronic) to all members of the Doctoral Advisory committee at least two weeks before the prospectus meeting. The proposal must be formatted according to the APA Manual of Style (latest edition).
2. The proposal will include all elements of either the Traditional proposal or European (manuscript) Proposal (Note: Deviations from the chapter approach may be approved by the student's Faculty Advisor and Doctoral Program Director):

    Traditional proposal:

    1. Chapter 1: Introduction and Statement of Purpose
    2. Chapter 2: Review of the Literature
    3. Chapter 3: Methods
    4. Reference Section
    5. Appendices Section

    European (manuscript) proposal must include:

    1. Chapter 1: Introduction and Statement of purpose
    2. Chapter 2: Description and Outline of three studies that will be developed and

submitted during the dissertation process. NOTE: if one study has already been developed and submitted, please include a copy of that study and describe how the next two studies will build on this work
    3. Reference Section
    4. Appendices Section
3. Approval of the proposal signifies that members of the Doctoral Advisory Committee believe that the student has proposed a satisfactory dissertation plan. Approval of the proposal requires the agreement of all members of the Doctoral Advisory Committee except one, as endorsed by their signatures on the appropriate form that, together with this approved prospectus, is filed with the Graduate Advisor in the Office of Academic Assistance and Career Services (OAA).
4. Before starting the data collection for the dissertation, the student must request approval from the Georgia State University Institutional Review Board (IRB) if human subjects are involved in the research project.

The Faculty Advisor has the primary responsibility for guiding research, but the student should consult all members of the Doctoral Advisory Committee to draw upon their expertise in relevant areas.

Note: Each concentration may have specific, additional requirements for the student during the dissertation process, including at the time of the dissertation proposal/prospectus meeting. This may include a Ph.D. core and concentration exam, such as faculty posing questions to the student at the dissertation proposal meeting that extend beyond the dissertation proposal itself and include assessing the students' knowledge and skills related to Ph.D. core and concentration competencies, based on student Ph.D. core and concentration coursework and learning experiences. Please meet with your Faculty Advisor and/or Division Director to discuss the specific expectations for your concentration's proposal meeting, as well as the full dissertation process. This is simply to ensure that faculty are able to assess student mastery on all introductory public health learning objectives and concentration competencies, regardless of dissertation topic.

Dissertation Approval and Defense

When the Faculty Advisor is satisfied with the completed dissertation, he or she will certify that it has his or her approval and is ready to be read by the other members of the Doctoral Advisory Committee. The Faculty Advisor will then distribute copies of the dissertation to the other members of the Doctoral Advisory Committee and will schedule a final oral defense and notify the SPH.

Subsequently, the SPH 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 Doctoral Advisory Committee declines to approve the dissertation as ready for the final defense, the Faculty Advisor will notify the student and the School in writing and the defense date will be cancelled.

The Faculty Advisor will chair the dissertation defense. All members of the Doctoral Advisory Committee, except one, must approve the dissertation and the defense, and must certify their approval in writing. The SPH will only recommend the award of a doctoral degree when the student has demonstrated mastery of necessary theories, concepts and content, and demonstrated competence in the knowledge and skills defined in the competencies for the student's chosen doctoral program concentration. The results of the defense of

the dissertation must be reported to the School of Public Health at least two weeks prior to graduation—students should consult the OAA Graduate Advisor for the absolute deadline in a given semester. 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 School, following approval by the Doctoral Advisory Committee. The final dissertation document must conform to all format and content requirements specified by the School of Public Health.

9000 Perimeter College

Georgia State University's Perimeter College offers associate degrees in more than 30 guided pathways. Perimeter College comprises five campuses and an online program. Perimeter College does not offer any graduate-level degrees or courses. For more about Perimeter College's degree offerings, view the associate-level catalog at catalog.gsu.edu or visit perimeter.gsu.edu.

10000 College of the Arts

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

10010 General Information

The College of the Arts consists of 3 schools within the areas of art and design, music, film, media and theatre. The college has over 2,000 undergraduate and 220 graduate students.

Graduate programs offered by the College of the Arts prepare students for professional careers and provide them with the foundation for meeting the challenges of career development. For these purposes, the College of the Arts offers the Master of Arts, the Master of Music, the Master of Fine Arts, the Master of Teaching in Art Education, the Master of Art Education 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.

10020 Office of the Dean

9th Floor, 55 Park Place Building
404-413-3151
http://thearts.gsu.edu/

Wade Weast, Dean
Maria Gindhart, Associate Dean

10020.20 Academic Resources and Services

Creative Media Center

460 Art and Humanities Building
404-413-5278
cmc.gsu.edu

The Welch School of Art & Design's Creative Media Center offers access to cutting-edge digital technology for students who are currently enrolled in courses within the Ernest G. Welch School of Art & Design. The CMC offers an array of Macintosh computer workstations and functions as both a digital classroom and computer laboratory, offering Open Lab access during scheduled times. The CMC includes specialized input and output computer hardware for print, sound and video, as well as many industry-standard design and imaging software packages.

Music Media Center

400 Haas Howell Building

404-413-5903

The School of Music's Music Media Center provides students with a valuable resource for music study through the use of the Bobbie Bailey Technology Classroom, consisting of 18 workstations that facilitate the art of music composition, a multi-media seminar room, and the Charles Thomas Wurm Circulation area with access to 16 listening-keyboard computer workstations.

Visual Resource Center

520 Art and Humanities Building
404-413-5233

The Ernest G. Welch School of Art & Design's Visual Resource Center has a large collection of art and architecture slides, print, and digital media covering all phases of art history. The collection is used extensively for instruction and learning by university faculty and students as well as visual arts professionals throughout the region. The university subscribes to ArtStor Digital Library a database of more than 1.4 million images in the arts, architecture, humanities, and sciences from outstanding museums, photo archives, photographers, scholars, and artists.

10020.30 Centers

Center for Educational Partnerships in Music

Katie Carlisle, Director

music.gsu.edu/centers/center-educational-partnerships-music/

The Center for Educational Partnerships is increasingly recognized as a conduit for artistic excellence and innovation in urban music education. The Center for Educational Partnerships unites university music faculty and undergraduate/graduate music students with the greater education community in a collaboration that advances the role of music in school culture and prepares strong leaders to teach in diverse and interdependent context. Drawing on Atlanta's unique community resources, the relationship created by the Center fosters relevant and engaging music-making for all learners throughout the lifespan.

Center for Collaborative and International Arts (CENCIA)

Nickitas Demos, Director

cencia.gsu.edu/

The Center for Collaborative and International Arts brings together creative writers, visual artist composers, musicians, actors and playwrights, filmmakers, and scholars engaged in arts-related research at Georgia State University. This cutting-edge union of arts-related disciplines is helping to guide the trajectory of the arts in the 21st century, as boundaries between traditional disciplines give way to exciting new partnerships.

10030 Academic Programs

The College of the Arts offers the following graduate degrees:

- Master of Art Education
- Master of Teaching in Education
- Master of Arts in Art History; Communication, with a concentration in Moving Image Studies
- Master of Fine Arts in Studio Art, with concentrations in Ceramics, Drawing, Graphic Design, Interior Design, Painting, Printmaking, Photography, Sculpture, and Textiles
- Master of Music, with concentrations in Performance (Orchestral Instruments, Organ, Piano, and Voice), Instrumental Conducting, Composition, Choral Conducting, Piano Pedagogy, Jazz Studies, and Music Education
- Doctor of Philosophy in Communication

Doctor of Education (Ed.D) and Doctor of Philosophy (Ph.D) Degrees

A Doctor of Education (Ed.D) degree with a major in Curriculum and Instruction and a concentration in Art Education or Music Education is offered by the College of Education and Human Development in conjunction with the Ernest G. Welch School of Art & Design and the School of Music, respectively, in the College of the Arts.

A Doctor of Philosophy (Ph.D) degree with a major in Teaching and Learning and a concentration in Music Education is offered by the College of Education and Human Development in conjunction with the School of Music in the College of the Arts.

Descriptions of admission and program requirements are outlined in the College of Education and Human Development section of this catalog.

Dual Degrees

The College of the Arts offers dual degree programs within the college and with other colleges within the university. These programs enable approved students from one degree program to fulfill requirements of another.

Certificate Programs

The College of the Arts offers a professional certificate in Music, in addition to traditional graduate degrees. This certificate is outlined in the school's section of this catalog and on the School of Music's website.

Applicants not currently in a degree program in the College of the Arts must apply according to the general application instructions. Currently active degree-seeking students who wish to add this certificate program to their academic curriculum must apply for the certificate but are exempt from the standard admissions fee.

10040 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 the Arts. 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 the Arts: 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.

Application Completion Deadlines

The Office of Academic Assistance 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, in the College of Arts and Sciences for Fall 2017 applicants, or the Office of the Associate Provost for Graduate Programs for Spring 2018 applicants. Schools have different application completion deadlines, especially for applicants wishing to receive financial assistance. Applicants should check the school to which they plan to apply for specific application instructions and deadlines.

International applicants must have all application materials submitted as early as possible in order to allow sufficient time for the application materials to be reviewed by the school and, if appropriate, for the preparation of necessary visa documents.

Application and Admission

The graduate admissions process will be coordinated by the Office of Graduate Services, in the College of Arts & Sciences for applicants seeking to enter for Fall 2017. The relevant schools and programs in the College of the Arts are responsible for applicant decisions.

The graduate admissions process will be coordinated by the Office of the Associate Provost for Graduate Programs for applicants seeking entry for Spring 2018 and later in a phased approach. The College of the Arts will remain responsible for graduate admissions decisions for relevant degree seeking, non-degree, and transient graduate applicants.

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 school, the Associate Dean of the college shall make the final decision concerning the acceptance or rejection of an applicant.

A prospective student seeking admission must be a graduate of an accredited college with a four-year baccalaureate degree or the equivalent that reflects superior quality work at the undergraduate level. Each applicant must complete and submit the application for admission to graduate study, any required application materials, and the application fee. The College of the Arts requires all prospective students to submit applications and supporting documents electronically.

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

1. A copy of a transcript from each and every 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, will need to be uploaded by the applicant to the application. 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. If offered admission, students are required to send one official transcript from each institution directly to the Office of Graduate Services, in the College of Arts and Sciences for Fall 2017 applicants and the Office of the Associate Provost for Graduate Programs for Spring 2018 and applicants. Transcripts should be received no later than the first day of the semester of entry. Admission will be conditioned upon submission of official transcripts that confirm the information provided on unofficial transcripts during the application process.
2. For programs requiring it, the official records of scores on the General Test of the Graduate Record Examination (GRE) or similar national examination (see specific school requirements) must be directed specifically to Georgia State University from the relevant testing agency. Some schools also require an acceptable score on the Subject Test of the Graduate Record Examination. Several programs accept the Miller Analogies Test. Please note that applicants to the M.F.A. program in Art & 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 school 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.

Admission to the College of the Arts can only be granted by the 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 school 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 school 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 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 school and when adequate resources are available. Applicants for the Non-Degree Status should consult the school 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 schools do not accept non-degree students. Please contact the School 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 the Arts 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 Academic Assistance 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 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 Fall 2017 and does not intend to enroll should notify the Office of Graduate Services, in the College of Arts and Sciences, in writing of this decision as soon as possible. If an applicant who is admitted Spring 2018 or later and does not intend to enroll should notify the Office of Academic Assistance in the College of the Arts. If an accepted applicant wishes to defer entry within one year, the admitting 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 school 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, in the College of Arts and Sciences for Summer 2017 admission, and to the Office of Academic Assistance in the College of the Arts for Fall 2017 and forward admissions. All materials should be submitted by the appropriate deadline for the semester they wish to reenter. The complete reentry application can be downloaded. 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, in the College of Arts and Sciences for Summer 2017 and the Office of Academic Assistance in the College of the Arts for Fall 2017 forward, 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 re-entry.

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

10050 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, in the College of Arts and Sciences for Fall 2017 and the Office of Academic Assistance, in the College of the Arts for Spring 2018 forward along with a recommendation regarding the additional language course(s) that the student should take. The recommendation will then be sent to the appropriate school director of graduate studies, who will ensure that the student takes the recommended ESL course(s). The Office of Graduate Services, in the College of Arts and Sciences will monitor the implementation of this procedure for Fall 2017; the Office of Academic Assistance, in the College of the Arts will monitor this implementation Spring 2018 forward.

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, in the College of Arts and Sciences to certify photocopies of required foreign academic credentials for Fall 2017 and the Office of Academic Assistance, in the College of the Arts Spring 2018 forward.

10060 Graduate Teaching and Research Assistantships

Each academic schools in the College of the Arts 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 "Courses and Course Load" in section 10100 below. Students interested in graduate assistantships should contact the directors of graduate studies in their schools 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 schools have early deadlines for graduate teaching or research assistantships. If you would like to be considered for an assistantship, please consult the appropriate school section of this catalog or school 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.

10070 Calculation of Grade-Point Average

In schools 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 schools 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 the Arts, a student must have a minimum GPA of 3.0.

10080 Scholastic Warning & Scholastic Termination

Scholastic Warning

Graduate students are personally responsible for knowing and maintaining school 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 school will be sent a letter of scholastic warning from the Associate Dean in the College of the Arts. Some schools have additional requirements for academic performance and progress. In these instances, the school's 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 school;

3. A second failure on the General Examination in the M.A. or Ph.D. degree programs.

The student who may be subject to scholastic termination will be notified of termination by the College of the Arts.

10090 Foreign Language or Equivalent Research Skill Requirement

Some schools in the College of the Arts 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 school 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 school 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 school. 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 Applied Linguistics and English as a Second Language 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 Applied Linguistics and English as a Second Language 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.

10100 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 six 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 six 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 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 six hours or more. The maximum required enrollment level for the reentry term is six hours. For more information on the reentry process, see section 10040.

Limits to Financial Aid

For purposes of financial aid and compliance with Federal regulations, graduate 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 school requirements concerning their individual curricula. Enrollment in a graduate program in the College of the Arts 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 school. Advisors are also available in Office of Graduate Services, in the College of Arts and Sciences for Fall 2017 and the Office of Academic Assistance in the College of the Arts for Spring 2018 forward in order to assist with admissions and other administrative actions related to admission and graduation.

Courses and Course Load

Courses numbered 6000 and above are normally open only to graduate students (see exceptions below). 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 the Arts, 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 school's 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 http://enrollment.gsu.edu/catalogs/dual-undergraduate-graduate-degree-programs/
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 school's director of graduate studies, the director of the school offering the course, and the Associate Dean in the College of the Arts. 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.)

Transfer Credit

A maximum of six semester hours of approved graduate credit from other institutions may be accepted toward a master's degree program, a maximum of 30 semester hours may be accepted toward a doctoral degree and a maximum of three semester hours of approved graduate credit from other institutions may be accepted toward a graduate certificate program. 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 school requirements for the Doctor of Philosophy degree in Film, Media, & Theatre.

Please note that the acceptance of transfer credit is not automatic; it must be approved and documented by the School Director of Graduate Studies and the Associate Dean.

Curriculum Adjustment

Course 6999 in any school 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 director of the school, and the Associate Dean of the College of the Arts. Application forms for Course 6999 may be obtained from either the academic school 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 through 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 ursa.research.gsu.edu/ursa/compliance/human-subjects/required-education-and-training/.

10110 Degree Requirements

Candidates for graduation in a degree program offered by the College of the Arts must be officially registered for classes the semester of completing all academic requirements, including thesis/ dissertation defense, performance, or gallery show. Schools 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 the Arts 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 in Communication Studies, concentration Moving Image Studies, is awarded in recognition of the attainment of independent and comprehensive scholarship in film/media studies. 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 postbaccalaureate study. On the recommendation of the School of Film, Media & Theatre and with the approval of the Associate Dean, up to one-half of the residence requirement may be waived on the basis of competence obtained through coursework completed elsewhere.
- **Comprehensive Examination:** Students must pass a comprehensive examination administered by the School of Film, Media & Theatre. An Examination Committee shall be appointed by the director of the school. The committee shall consist of a minimum of three members, at least two of whom shall be on the faculty of the school. The comprehensive examination shall be both written and oral. 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 passed the comprehensive examination, and must have a dissertation prospectus. Graduate students who have completed these requirements except for their dissertation and related defenses 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, in the College of Arts and Sciences for Fall 2017 and the Office of Academic Assistance for Spring 2018 forward. 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 director of the major school. If more than one member of the committee does not recommend that the dissertation be accepted, then the dissertation will not be accepted as a fulfillment of the degree requirements. Currently dissertations are uploaded to the university's ScholarWorks database. The student, with the concurrence of his or her adviser and the director of the school, may stipulate that access to the dissertation may be delayed or limited. A student may choose to have the dissertation copyrighted. Each student must register for a minimum of 20 semester hours of dissertation research.
- **Dissertation Defense:** This examination shall be administered by the Dissertation Committee.

Master of Arts

The requirements stated below are the minimum requirements established by the College of the Arts for the awarding of the Master of Arts degree. In addition to any other school 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 school. 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 schools require students to demonstrate a reading proficiency in a foreign language or an approved equivalent research skill.
- **General Examination:** Some schools require students to pass a school 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 director of the major school. Two-thirds of the committee must approve the thesis in order for it to be acceptable to the Office of Graduate Services, in the College of Arts and Sciences for Fall 2017 and the Office of Academic Assistance for Spring 2018 forward.
    - **Non-thesis:** A non-thesis option is available in some schools. 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.

Master of Fine Arts/Master of Art Education

The Ernest G. Welch School of Art & 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.

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 school's website for details.

10120 Student Exception Procedure

The grievance and appeals procedure for students enrolled in courses or academic programs in the College

of the Arts is available in the schools and administrative offices of the college and on the university website at enrollment.gsu.edu/assistance.

Students may request deviations from the regulations in the College of the Arts section of this catalog by applying for approval to the Academic Petitions Board. Students considering such a petition should consult the Office of Graduate Studies in the College of Arts and Sciences for Fall 2017 and the Office of Academic Assistance in the College of the Arts Spring 2018 forward, to determine procedures and to obtain appropriate forms. This petition procedure does not apply to school-based regulations.

10130 Art & Design

Programs Offered:

- **Master of Arts in Art History**
- **Dual B.A. in Art (Art History Concentration) / M.A. in Art History**
- **Master of Art Education (M.A.Ed.)**
- **Master of Teaching in Art Education (M.A.T.)**
- **Master of Fine Arts**
- **Doctor of Education (Ed.D.) in Curriculum and Instruction with Concentration in Art Education (in cooperation with the College of Education and Human Development)**

Ernest G. Welch School of Art & Design
117 Arts & Humanities Building
Atlanta, GA 30302-4107
404-413-5229
artdesign.gsu.edu
Email: artgrad@gsu.edu

Michael White, Director
Craig Drennen, 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 and have obtained Tier 4 (T4) certification are encouraged to apply. Students seeking a teaching certification at the graduate level may apply to the M.A.T. in Art Education. Candidates for the M.A.T. may be asked to complete additional coursework as advised by graduate faculty base on the portfolio review.

The Master of Art Education and Master of Teaching programs are taught to a cohort group of students who progress through course work together. Both traditional masters students with teaching certification and graduate students seeking certification may be included in the cohort.

The Master of Fine Arts (M.F.A.) degree program in studio arts is subdivided into the following areas of

specialization: Ceramics (CER), Drawing and Painting (DP), Graphic Design (GRD), Interior Design (ID), Photography (PHOT), Printmaking (PRT), Sculpture (SCU), and Textiles (TXT). Each specialization requires course work within the discipline. Students should stay in close contact with their faculty advisers to determine which particular classes are best suited to their development as artists and designers.

All degree programs of the Welch School of Art & Design are accredited by the National Association of Schools of Art and Design (NASAD).

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

Application Procedures

The Welch School of Art & 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 M.A.Ed. and M.A.T. programs are reviewed in the spring (for fall admissions). Each applicant must satisfy the general requirements of the College of the Arts. Incomplete or improperly prepared applications and portfolios will not be reviewed.

Additional Admission Requirements

In addition to the general requirements of the College of the Arts, the Welch School of Art & 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, in the College of Arts and Sciences for Fall 2017 admissions and to the Office of the Associate Provost for Graduate Programs for Spring 2018 and forward admissions.

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 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 (36 hours) and M.A.T. Degree (43 hours)

Applicants for the M.A.Ed. and M.A.T. 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 Office of Graduate Services in the College of Arts and Sciences for Fall 2017 admissions and the Office of the Associate Provost for Graduate Programs for Spring 2018 and forward admissions.
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 20 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 20 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).

Specific admission requirements for the M.A.Ed. degree include the following:

1. An undergraduate major appropriate to the intended major at Georgia State University.
2. A high standard of overall undergraduate achievement, usually a grade-point average of 3.0 or higher.
3. Proof of Tier 4 teaching certification (from Georgia or other state).

Specific admission requirements for the M.A.T. degree include the following:

1. An undergraduate major appropriate to the intended major at Georgia State University, preferably in the field of art.

2. Students should have completed at least 15 hours in studio art at the undergraduate level with introductory classes in the following areas: Drawing and Painting, Ceramics, Printmaking, Photography and Sculpture. If these course requirements have not been met in the undergraduate program additional credits may be required.
3. A high standard of overall undergraduate achievement, usually earned a 2.5 overall cumulative grade-point average and a grade-point average of 3.0 or higher in all art content courses.
4. Passing scores on GACE Program Admission Assessment
5. Ethics (Program Entry test)
6. Once students are admitted to the M.A.T. program art education faculty will assist students in understanding certification requirement, includes Tort Liability coverage, and criminal background checks.

Applicants to the M.A.Ed. and M.A.T. degree program who would like to supplement their portfolios before making official application are encouraged to enroll in the Welch School of Art & 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 in the College of Arts and Sciences for Fall 2017 admission and the Office of the Associate Provost for Spring 2018 and forward admission. 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 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.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 Graduate Services Office by the deadline. It is 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. Be sure to include the title of the work, date, medium, and dimensions as part of your file and metadata. Include 20 images in JPEG format (150 DPI, 1500 pixels on greatest dimension).

Moving image/sound submissions:

Label all materials with name and area of study. Include no more than six 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 and must be submitted in the appropriate file format for the medium.
If an applicant wishes to include a mixture of stills, sound, or moving images, then the materials will be divided evenly. For example, if still and moving images are submitted, 10 stills and three minutes of motion are allowed.

Program Financial Information

Lab fees will be assessed automatically for students who register for certain courses. For more information, please feel free to contact the school or review the GoSolar or catalog course listings to determine if a course includes a lab fee.

Degree Requirements

Master of Arts in Art History (36 hours)

The Master of Arts in Art History offers two tracks: a thesis track and a non-thesis track. Students declare which track they intend to pursue after having completed 18 hours of course work, with the art history faculty then determining whether or not they may continue in their chosen track. Students who do not have a GPA of at least 3.7 (A-) will generally not be allowed to continue in the program, and students who have not demonstrated sufficiently strong research and writing skills will not be allowed to pursue the thesis track. Students who plan to continue graduate work after the Master of Arts in Art History at Georgia State University are urged to pursue the thesis-track option.

Each student will be assigned an adviser upon acceptance into the program, but may change advisers contingent upon acceptance by the subsequent adviser. Students are responsible for making appointments with their advisers and for being familiar with the requirements for the degree. Students must work closely with their advisers to determine the best distribution of art history courses and the most pertinent electives, as well as to make sure that they correctly progress towards the degree.

All 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:

1. Completing or providing evidence of completion of two years of college coursework in the requisite language.
2. Passing a reading examination administered by the Department of World Languages and Cultures. The reading tests, offered once a semester, emphasize translation ability. Students are permitted to take the exam more than once, if necessary.
3. Receiving a B or better in FREN 7151 French for Reading, GRMN 7151 German for Reading, or, with permission, SPAN 7151 Spanish for Reading.

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. Graduate-level language courses can be taken as electives, and FREN 7151,GRMN 7151, or SPAN 7151 can be taken as an elective once the student has already fulfilled the foreign language reading requirement in another language.

Thesis Track (33 hours):

1. 18 hours of coursework consisting of 6 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
4. Thesis proposal approved by the thesis committee.
5. Six hours of AH 8999 Thesis Research.
6. Thesis approved by the thesis committee.

(In regard to 4, 5, and 6, students should consult the latest art history thesis guidelines.)

Students should take at least one course in three of four general areas of study. These areas are: Ancient and Medieval Art, Medieval, Early Modern Art, Modern and Contemporary Art, and Art of Africa and the African Diaspora

Non-Thesis Track (36 hours):

1. 27 hours of coursework consisting of nine art history lecture courses or seminars with a minimum of four 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.

Students should take at least one course in three of four general areas of study. These areas are: Ancient and Medieval Art, Medieval, Early Modern Art, Modern and Contemporary Art, and Art of Africa and the African Diaspora

Dual B.A. in Art (Art History Concentration) / M.A. in Art History

The school offers a dual Bachelor of Arts with an Art History concentration and Master of Arts in Art History. The dual degree opportunity enables qualified students to enroll in graduate courses late in their undergraduate program and apply the coursework toward both the bachelor's and master's programs.

Students must be formally accepted into the dual degree program by the school and the College of the Arts to be able to take graduate courses as an undergraduate. Additionally, acceptance into the dual program does not constitute admission to the master's program. Students must fulfill regular graduate admissions requirements and apply for the master's program following college processes, although GRE scores are not required.

Master of Art Education (36 hours)

Course of Study

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 M.A.Ed. 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 Teaching M.A.T. (43 hours)

Course of Study

Three hours of art history coursework (3)
Studio Art Requirement: 9 hours of coursework in a studio concentration:

- ART 6980 Special Problem in Studio Practices (3)
- DP 6980 Individual Study: Studio Practices (3)
- ART 6980 Special Problem: Contemporary Art in Studio (3)

Art Education Requirement: 9 hours of 8000 level art education coursework selected from:

- AE 8000 Introduction to Research in Art Education (3)
- AE 8010 Philosophy and Curriculum in Art Education (3)
- AE 8020 Learning Theories (3)
- AE 8050 Computer Imaging and Instructional Technology (3)
- AE 8200 Histories and Communities in Art Education (3)
- AE 8400 Aesthetics and Critical Theory (3)

Art Education Methods Certification Coursework :

- EXC 4020 Characteristics and Instructional Strategies for Students with Disabilities (3)
- AE 6200 Art for Preschool through Fifth Grade (3)
- AE 6300 Art for Middle and Secondary Schools (3)
- AE 6400 Media, Technology, and Visual Presentation (3)
- AE 6600 Art Education Practicum (4)
- Opening School Experience (non credit 2 week observation)
- AE 6750/6760/6770/6780 Student Teaching Coursework (6) OR AE 6785 Internship I and AE 6786 Seminar, and AE 6795 Internship II, and AE 6796 Seminar (6)

The Georgia Professional Standards Commission (GaPSC) requires a passing score on edTPA (the GaPSC-approved content pedagogy assessment), the GACE Art Content Assessment and Ethics (Program Exit) test for certification eligibility.

Master of Fine Arts, Studio (72 hours)

M.F.A. with Concentrations in Ceramics (CER), Drawing and Painting (DP), Graphic Design (GRD), Interior Design (ID), Printmaking (PRT), Photography (PHOT), Sculpture (SCUL), and Textiles (TEXT)

In general, the requirements for an M.F.A. are as follows:

Category of Work	Units Required	Description
Professional Development	12	Pedagogy, Teaching Practicum, Professional Practices, and Thesis Writing.
Studio-Specific Courses	30	Graduate Studio/Design Seminars and Graduate Studio/Design Practice
Electives	6	Variable – must be outside area of specialization, can be outside School of Art & Design
Art History	12	Graduate-level courses in Art History
Thesis	12	Intensive work with a thesis committee to prepare your written thesis and exit show, lecture, presentation, or screening

Total **72**

All M.F.A. candidates in CER, DP, PHOT, PRT, SCUL, and TEXT must complete a written thesis and an exit exhibition. Normally, ID and GRD students will also complete a written thesis and exit show, though there may be exceptions for those fields of study.

While there may be some variations, the M.F.A. in the Ernest G. Welch School of Art & Design is a three-year degree. A typical three-year course of study will proceed as follows:

Fall, Year 1

Course	Units	Description
Pedagogy ART 6100	3	Theory and practice of university-level teaching
Interdisciplinary Graduate Seminar 8400	3	Inter-disciplinary seminar focused on a particular research idea/topic
Studio Practice 8500	3	Discipline-specific art studio/design work and critique

10140 Film & Media

Programs Offered:

- **Master of Arts in Communication, Concentration in Film, Video, and Digital Imaging**
- **Dual B.A. in Film and Video/ M.A. in Communication, Film/Video Concentration**
- **Doctor of Philosophy in Communication Studies, Concentration in Moving Image Studies**

School of Film, Media, & Theatre
10th Floor, 25 Park Place Building
Atlanta, GA 30302

TBD, Director

The Film, Video, and Digital Imaging program offers a Master of Arts degree in Communication with an emphasis either in Moving Image Studies or Moving Image Production. The Master of Arts track in Moving Image Studies is designed for students wishing advanced credentials in film and media studies, whether as a stepping stone to the doctorate or as an entrée into a career in the media sector. The Master of Arts track in Moving Image Production builds the student's technical expertise in all areas of digital production from editing and cinematography to sound design and new media programming, while at the same time encouraging students to use this technical expertise to develop a strong and original aesthetic voice.

The Moving Image Studies program offers a Ph.D. in Communication Studies. Drawing theoretical perspectives from film, television, and new media and performance studies, the Moving Image Studies Ph.D 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.

Additional Admission Requirements

In addition to the general requirements of the College of the Arts, the School of Film, Media, & Theatre has the following requirements:

1. Applicants to the M.A. program must submit:
    - A statement of educational or career goals.
    - Two letters of recommendation from individuals who can evaluate the applicant's potential to do graduate work in Film, Video, and Digital Imaging.
    - An above-average undergraduate grade-point average (a minimally qualified applicant typically will achieve at least a 3.0).
    - A sufficiently high score on the verbal portion of the Graduate Records Examination prior to consideration for acceptance into the graduate degree program.
2. Applicants to the Ph.D. program must submit:
    - A statement of educational or career goals.
    - Three letters of recommendation from individuals who can evaluate the applicant's potential to do graduate work in Moving Image Studies.
    - An above average undergraduate and master's grade point average.
    - Satisfactory scores on the General Test of the GRE (and, for international students, the TOEFL Examination).
    - A writing sample that demonstrates their ability to conduct and effectively present academic research.

NOTE: All applicants for the Moving Image Studies Ph.D. program must have earned a master's degree before entering the program.

Applicants for the Moving Image Production emphasis of the M.A. program and Ph.D. applicants will be admitted in the fall only. Applications for the Moving Image Studies emphasis of the M.A. program will be accepted for both fall and spring semesters. Deadline for application for fall admission is February 15 for Ph.D applicants and March 15 for M.A. applicants. Deadline for application for the spring semester (for the Moving Image Studies emphasis of the M.A. program only) is November 10. The school will not consider requests for Special Graduate Status admission.

Program Financial Information

Lab fees will be assessed automatically for students who register for certain courses. For more information, please feel free to contact the school or review the GoSolar or catalog course listings to determine if a course includes a lab fee.

Degree Requirements

Master of Arts (Research Thesis option: minimum 36 hours)

1. Three hours of core courses: FLME 6020.
2. Twenty-one to twenty-seven 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 FLME 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. Seven hours of core courses: FLME 6020 and FLME 6155.
2. Seventeen to twenty-six hours in Film and Media at the graduate level.
3. Up to nine hours of coursework in related fields.
4. Proficiency in a foreign language or approved research skill.
5. Three hours of FLME 6990, Thesis Research
6. A successful prospectus defense.
7. A creative thesis project.
8. A successful creative thesis defense.

Master of Arts (Course-Intensive option: minimum 36 hours)

1. Seven hours of core courses: FLME 6020 and FLME 6155
2. Twenty to twenty-nine additional hours in Film and Media at the graduate level
3. Up to nine hours of coursework in related fields
4. Proficiency in a foreign language or approved research skill

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 Film and Media Pedagogy)
2. Twenty-seven hours in area of concentration
3. Nine to twelve hours of research tools (approved courses that fall within the general categories of research methodologies)
4. Twenty hours of dissertation research
5. A written and oral comprehensive examination
6. A successful Prospectus defense
7. A successful dissertation
8. A successful dissertation defense

DualB.A. in Film and Video / M.A. in Communication, Film/Video Concentration

The school offers a dual B.A. in Film and Video/M.A. in Communication with a concentration in Film and Video Production. The dual degree opportunity enables qualified students to enroll in graduate courses late in their undergraduate program and count the coursework toward both the bachelor's and master's programs.

Students must be formally accepted into the dual degree program by the school and the College of the Arts to be able to take graduate courses as an undergraduate. Additionally, acceptance into the dual program does not constitute admission to the master's program. Students must apply for the master's program following college processes, although GRE scores are not required.

10150 Music

Programs Offered:

- **Master of Music**
  - **Concentration in Choral Conducting**
  - **Concentration in Composition**
  - **Concentration in Guitar Performance**
  - **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**
- **Artist Certificate in Music**
- **Dual B.Mu./M.Mu. Program**
- **Doctor of Education (Ed.D) in Curriculum and Instruction with Concentration in Music Education (in cooperation with the College of Education and Human Development)**
- **Doctor of Philosophy (Ph.D) in Teaching and Learning with Concentration in Music Education (in cooperation with the College of Education and Human Development)**

School of Music
5th floor Haas Howell Building

Atlanta, GA 30302-4107
404-413-5900

music.gsu.edu
Email: somadmissions@gsu.edu

Wade Weast, Director
Jan Baker, 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 School of Music, or visiting the School of Music website. 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 and a Doctor of Education in Curriculum and Instruction with a concentration in music education is offered by the College of Education and Human Development in conjunction with the School of Music. General admission and program requirements are outlined in the College of Education and Human Development chapter of this catalog and at www.music.gsu.edu.

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 the Arts, 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.

Master of Music

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.

Master of Music

Concentration in Composition

Additional Admissions Requirements

Applicants must submit GRE scores, a portfolio of original music scores, and recordings of composed works.

Master of Music

Concentration in Guitar Performance

Additional Admissions Requirements

Applicants for the Master of Music (Guitar Performance) must audition and complete the audition form located on the School of Music website: music.gsu.edu.

Applicants may contact the Music School of Music directly at 404-413-5900 with questions regarding audition dates and appointments. Applicants are advised to audition on one of the School's regularly scheduled audition days. Individual appointments may be permitted in certain cases. Decisions for admittance are made after all required application materials and audition results are on file.

Master of Music

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.

Master of Music

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.

Master of Music

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.

Master of Music

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. Applicants for a concentration in performance should contact the School of Music for details concerning audition requirements and to obtain an audition appointment.

Master of Music

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.

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.

Artist Certificate in Music

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.

Degree Requirements

Master of Music (35 hours)

Concentration in Choral Conducting

Degree Requirements

1. Thirty-six hours of graduate-level courses.
    a. The following courses are required:
        - APVC 6000 Applied Voice (1) or APPF 6000 Applied Piano (1) two semesters
        - MUS 6480 Choral Conducting (2)
        - MUS 6640 Choral Literature I (3) and MUS 6641 Choral Literature II (3)
        - MUS 7080 Ensemble (1) [four semesters]
        - MUS 7220 Workshop Seminar in Choral Conducting and Performance (2) [three semesters]
        - MUS 7430 Choral Methods and Materials (3)
        - MUS 8000 Introduction to Graduate Studies (2)
        - Two 8000-level course in music history (3)
        - MUS 6450 Advanced Tonal Analysis (3)
        - MUS 6490 Instrumental Conducting (2)
        - MUS 7083 Master Singers (0) [four semesters]
2. Comprehensive examination:
   By the midpoint of the final semester of study, the student will schedule an oral and/or written examination. The committee should include at least three faculty members (including the Director of Choral Activities and a theory or history faculty member). The examination will assess the student's knowledge regarding repertoire, pedagogy, music theory, and music history. The student will be expected to synthesize his/her knowledge and demonstrate a high level of musical understanding. Preparation should include a detailed review of all graduate courses taken and a review of the music that has been studied and performed as part of the master's program. It is the student's responsibility to provide a copy of all literature studied (both solo and chamber) and a listing of all graduate courses taken during the Master's program for each committee member at least one week before the scheduled examination date. The scheduled date of the comprehensive examination must be submitted to the Director of Graduate Studies no later than the midpoint of the final semester of study. Students planning to graduate in the Fall or Spring must complete the comprehensive examination by the end of the twelfth week of classes. Students planning to graduate in the Summer must complete the comprehensive examination by the end of the fourth week of classes.

Concentration in Composition

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:
   By the midpoint of the final semester of study, the student will schedule an oral and/or written examination. The committee should include at least three faculty members (including the composition instructor and a theory or history faculty member). The examination will assess the student's knowledge regarding repertoire, pedagogy, music theory, and music history. The student will be expected to synthesize his/her knowledge and demonstrate a high level of musical understanding. Preparation should include a detailed review of all graduate courses taken and a review of the music that has been studied and performed as part of the master's program. It is the student's responsibility to provide a copy of all literature studied (both solo and chamber) and a listing of all graduate courses taken during the Master's program for each committee member at least one week before the scheduled examination date. The scheduled date of the comprehensive examination must be submitted to the Director of Graduate Studies no later than the midpoint of the final semester of study. Students planning to graduate in the Fall or Spring must complete the comprehensive examination by the end of the twelfth week of classes. Students planning to graduate in the Summer must complete the comprehensive examination by the end of the fourth week of classes.

Concentration in Guitar Performance

Degree Requirements: Guitar Concentration

1. Thirty-six hours of graduate-level courses.
    a. The following courses are required:
        - APGT 8001 Applied Guitar—Graduate 1 (3)
        - APGT 8002 Applied Guitar—Graduate 2 (3)
        - APGT 8003 Applied Guitar—Graduate 3 (3)
        - APGT 8004 Applied Guitar—Graduate 4 (3)
        - MUS 6010 Performance Laboratory (0)[four semesters]
        - [Mus 6910] Chamber Literature (3) or MUS 6940 Orchestral Literature (3)
        - MUS 7060, MUS 7070, MUS 7080 Large Ensembles (1) Or any graduate level elective (1) [four semesters]
        - MUS 7150 Guitar Ensemble (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: By the midpoint of the final semester of study, the student will schedule an oral and/or written examination. The committee should include at least three faculty members (including the applied instructor and a theory or history faculty member). The examination will assess the student's knowledge regarding repertoire, pedagogy, music theory, and music history. The student will be expected to synthesize his/her knowledge and demonstrate a high level of musical understanding. Preparation should include a detailed review of all graduate courses taken and a review of the music that has been studied and performed as part of the master's program. It is the student's responsibility to provide a copy of all literature studied (both solo and chamber) and a listing of all graduate courses taken during the Master's program for each committee member at least one week before the scheduled examination date. The scheduled date of the comprehensive examination must be submitted to the Director of Graduate Studies no later than the midpoint of the final semester of study. Students planning to graduate in the Fall or Spring must complete the comprehensive examination by the end of the twelfth week of classes. Students planning to graduate in the Summer must complete the comprehensive examination by the end of the fourth week of classes.

Concentrations in Instrumental Conducting

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 Instrumentation and Orchestration (3)

- MUS 6940 Orchestral Literature (3) [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. Seven credit hours of graduate-level electives in music

2. Comprehensive examination:
   By the midpoint of the final semester of study, the student will schedule an oral and/or written examination. The committee should include at least three faculty members (including the Charles Thomas Wurm Distinguished Professor of Orchestral Studies and a theory or history faculty member). The examination will assess the student's knowledge regarding repertoire, pedagogy, music theory, and music history. The student will be expected to synthesize his/her knowledge and demonstrate a high level of musical understanding. Preparation should include a detailed review of all graduate courses taken and a review of the music that has been studied and performed as part of the master's program. It is the student's responsibility to provide a copy of all literature studied (both solo and chamber) and a listing of all graduate courses taken during the Master's program for each committee member at least one week before the scheduled examination date. The scheduled date of the comprehensive examination must be submitted to the Director of Graduate Studies no later than the midpoint of the final semester of study. Students planning to graduate in the Fall or Spring must complete the comprehensive examination by the end of the twelfth week of classes. Students planning to graduate in the Summer must complete the comprehensive examination by the end of the fourth week of classes.

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:
   The Instrumental Conducting (Wind Band Conducting Track) follows a portfolio format, with a combined written and oral exam. Please see Dr. Robert Ambrose for more detailed information about the exam.

Concentration in Jazz Studies

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)
        - One 8000-level course in music history (3)
        - MUS 6450 or MUS 6460 (3)
    b. One elective course in music education (3)
    c. 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:
   By the midpoint of the final semester of study, the student will schedule an oral and/or written examination. The committee should include at least three faculty members (including the applied instructor and a theory or history faculty member). The examination will assess the student's knowledge regarding repertoire, pedagogy, music theory, and music history. The student will be expected to synthesize his/her knowledge and demonstrate a high level of musical understanding. Preparation should include a detailed review of all graduate courses taken and a review of the music that has been studied and performed as part of the master's program. It is the student's responsibility to provide a copy of all literature studied (both solo and chamber) and a listing of all graduate courses taken during the Master's program for each committee member at least one week before the scheduled examination date. The scheduled date of the comprehensive examination must be submitted to the Director of Graduate Studies no later than the midpoint of the final semester of study. Students planning to graduate in the Fall or Spring must complete the comprehensive examination by the end of the twelfth week of classes. Students planning to graduate in the Summer must complete the comprehensive examination by the end of the fourth week of classes.

Concentration in Music Education

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. *Research or Pedagogy Project in Music Education (4). These four credits are to be taken concurrently. Research projects (MUS 7300) must be focused on the application of research in music education. The practicum option (MUS 8950) is open only to those currently employed as music teachers. Formal presentation of the project or analysis of the practicum (MUS 8900) may take a number of forms, including a paper, a presentation, or a workshop for teachers.
   - MUS 8900 Non-Thesis Research in Music (1) and MUS 7300 Directed Study in Music Education (3) OR
   - MUS 8900 Non-Thesis Research in Music (1) and MUS 8950 Practicum in Music Education (3)

2. Comprehensive examination: The comprehensive examination in Music Education will take the form of a cumulative paper and portfolio.

   - CUMULATIVE PAPER AND PORTFOLIO: Students are required to fulfill two parameters during the final semester of coursework toward the M.Mu.in Music Education. These comprise the presentation of a cumulative paper and cumulative portfolio.
   - CUMULATIVE PAPER: The cumulative paper will be a research paper of substantial

scope and length (60 to 100 pages in length) that will be developed throughout a student's tenure at GSU. The cumulative paper development may (or may not) involve a research project overseen by the GSU Institutional Review Board. The cumulative paper will be presented to the review committee in written form one month prior to an oral defense. The defense will consist of a research poster presentation, a PowerPoint-based overview of the content, and responses to questions from the review committee.

- CUMULATIVE PORTFOLIO: The portfolio will be evaluated by the review committee at the time of the cumulative paper presentation. The portfolio should consist of at least seven sections: one section of each of the four core courses (MUS 7400, MUS 7590, MUS 8240, and MUS 8260), one section for the primary methods course, one section for the Research or Pedagogy Project, and one section for the courses in Musical Studies. Each section should include at least one paper (or substantive project not limited to print form) that demonstrates substantial learning. The opening pages of the portfolio should include the student's current resume, a list of professional development activities undertaken during the course of study (conferences attended, workshops given, articles written, etc.), and a 1500 word (minimum) statement about how the specific contents of the portfolio demonstrate both the breadth and depth of learning during the course of study.

*Note: Courses under a, b, c, d, and i require B or better.

Concentrations in Performance

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 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:
   By the midpoint of the final semester of study, the student will schedule an oral and/or written examination. The committee should include at least three faculty members (including the applied instructor and a theory or history faculty member). The examination will assess the student's knowledge regarding repertoire, pedagogy, music theory, and music history. The student will be expected to synthesize his/her knowledge and demonstrate a high level of musical understanding. Preparation should include a detailed review of all graduate courses taken and a review of the music

that has been studied and performed as part of the master's program. It is the student's responsibility to provide a copy of all literature studied (both solo and chamber) and a listing of all graduate courses taken during the Master's program for each committee member at least one week before the scheduled examination date. The scheduled date of the comprehensive examination must be submitted to the Director of Graduate Studies no later than the midpoint of the final semester of study. Students planning to graduate in the Fall or Spring must complete the comprehensive examination by the end of the twelfth week of classes. Students planning to graduate in the Summer must complete the comprehensive examination by the end of the fourth week of classes.

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:
   By the midpoint of the final semester of study, the student will schedule an oral and/or written examination. The committee should include at least three faculty members (including the applied instructor and a theory or history faculty member). The examination will assess the student's knowledge regarding repertoire, pedagogy, music theory, and music history. The student will be expected to synthesize his/her knowledge and demonstrate a high level of musical understanding. Preparation should include a detailed review of all graduate courses taken and a review of the music that has been studied and performed as part of the master's program. It is the student's responsibility to provide a copy of all literature studied (both solo and chamber) and a listing of all graduate courses taken during the Master's program for each committee member at least one week before the scheduled examination date. The scheduled date of the comprehensive examination must be submitted to the Director of Graduate Studies no later than the midpoint of the final semester of study. Students planning to graduate in the Fall or Spring must complete the comprehensive examination by the end of the twelfth week of classes. Students planning to graduate in the Summer must complete the comprehensive examination by the end of the fourth week of classes.

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 (3)
    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:
   By the midpoint of the final semester of study, the student will schedule an oral and/or written examination. The committee should include at least three faculty members (including the applied instructor and a theory or history faculty member). The examination will assess the student's knowledge regarding repertoire, pedagogy, music theory, and music history. The student will be expected to synthesize his/her knowledge and demonstrate a high level of musical understanding. Preparation should include a detailed review of all graduate courses taken and a review of the music that has been studied and performed as part of the master's program. It is the student's responsibility to provide a copy of all literature studied (both solo and chamber) and a listing of all graduate courses taken during the Master's program for each committee member at least one week before the scheduled examination date. The scheduled date of the comprehensive examination must be submitted to the Director of Graduate Studies no later than the midpoint of the final semester of study. Students planning to graduate in the Fall or Spring must complete the comprehensive examination by the end of the twelfth week of classes. Students planning to graduate in the Summer must complete the comprehensive examination by the end of the fourth week of classes.

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:
   By the midpoint of the final semester of study, the student will schedule an oral and/or written examination. The committee should include at least three faculty members (including the applied instructor and a theory or history faculty member). The examination will assess the student's knowledge regarding repertoire, pedagogy, music theory, and music history. The student will be expected to synthesize his/her knowledge and demonstrate a high level of musical understanding. Preparation should include a detailed review of all graduate courses taken and a review of the music that has been studied and performed as part of the master's program. It is the student's responsibility to provide a copy of all literature studied (both solo and chamber) and a listing of all graduate courses taken during the Master's program for each committee member at least one week before the scheduled examination date. The scheduled date of the comprehensive examination must be submitted to the Director of Graduate Studies no later than the midpoint of the final semester of study. Students planning to graduate in the Fall or Spring must complete the comprehensive examination by the end of the twelfth week of classes. Students planning to graduate in the Summer must complete the comprehensive examination by the end of the fourth week of classes.
3. Proficiency in Italian, German, French, and English diction.

Concentration in Piano Pedagogy

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)
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:
   By the midpoint of the final semester of study, the student will schedule an oral and/or written examination. The committee should include at least three faculty members (including the applied instructor and a theory or history faculty member). The examination will assess the student's knowledge regarding repertoire, pedagogy, music theory, and music history. The student will be expected to synthesize his/her knowledge and demonstrate a high level of musical understanding. Preparation should include a detailed review of all graduate courses taken and a review of the music that has been studied and performed as part of the master's program. It is the student's responsibility to provide a copy of all literature studied (both solo and chamber) and a listing of all graduate courses taken during the Master's program for each committee member at least one week before the scheduled examination date. The scheduled date of the comprehensive examination must be submitted to the Director of Graduate Studies no later than the midpoint of the final semester of study. Students planning to graduate in the Fall or Spring must complete the comprehensive examination by the end of the twelfth week of classes. Students planning to graduate in the Summer must complete the comprehensive examination by the end of the fourth week of classes.

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.

Dual B.Mu./M.Mu. Program

The school offers a dual Bachelor of Music and Master of Music program. The dual degree opportunity enables qualified students to enroll in graduate courses late in their undergraduate program and apply the coursework toward both the bachelor's and master's programs.

Students must be formally accepted into the dual degree program by the school and the College of the Arts to be able to take graduate courses as an undergraduate. Additionally, acceptance into the dual program does not constitute admission to the master's program. Students must fulfill regular graduate admissions requirements and apply for the master's program following college processes.

Artist Certificate in Music

Concentrations in Performance (Orchestral Instrument, Piano, Voice)

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, MUS 7120, MUS 7130, or MUS 7140 (0.5) Chamber Music [two semesters]
- MUS 8590 (1) Solo Recital
- Graduate Level 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
- Graduate Level Electives (9)

Concentration in Voice Performance (18 hours)

- APVC 8001 (3) Applied Voice
- APVC 8002 (3) Applied Voice
- MUS 6010 (0) Performance Laboratory [two semesters]
- MUS 8620 (2) Opera Theatre Workshop [two semesters]
- MUS 8590 (1) Solo Recital
- Graduate Level Electives (7)

Concentrations in Conducting (Choral Conducting, Orchestral Conducting, Wind Band Conducting)

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
- Graduate Level 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
- Graduate Level 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
- Graduate Level Electives (3)

11000 Institute for Biomedical Sciences

Graduate program information for the Institute for Biomedical Sciences is described in detail in this chapter. See subsections for specific program information as well as policies and procedures. The Institute for Biomedical Sciences does not currently offer an undergraduate degree program. Interested students should visit the Institute for Biomedical Sciences website at biomedical.gsu.edu for updates on our degree offerings.

About the Institute for Biomedical Sciences

The Institute for Biomedical Sciences (IBMS) was established in January 2014 as part of Georgia State University's strategic plan that recommended enhanced contributions to the sciences, health, and medical education. The Institute is dedicated to advancing fundamental and innovative biomedical research that improves human health, as well as educating and training future generations of leading biomedical scientists that are poised to enter the workforce and support cutting-edge discoveries. The launch of the Institute represents the most recent progress toward establishing Georgia State as a premier urban research university.

IBMS is a leading multidisciplinary research and education (degree-granting) institute dedicated to advancing fundamental and innovative biomedical research that improves human health as well as educating and training future generations of leading biomedical scientists and health (non-M.D.) professionals related to biomedical sciences.

Despite tremendous advances in biological and medical research, significant gaps still exist between basic laboratory research and its clinical applications. Now more than ever there is an urgent need for bridging basic research to clinical management strategies. To meet this significant challenge and promote translational research from bench to bedside, the interface among the biomedical science disciplines has emerged as one of the most exciting interdisciplinary research fields in science. To significantly and rapidly accelerate Georgia State University as a recognized leader in this area, IBMS has been established to expand its contribution and efforts to research and education in these areas.

The Institute's key assets include the university's existing strengths in inflammation, immunity and infection, microbial pathogenesis, molecular and translational medicine, translational immunology, oncology, and therapeutics and diagnostics, which align with its strategic priorities, Georgia's commitment to be the nation's hub for biomedical research and federal/non-federal funding priorities. IBMS provides a world-class interdisciplinary training environment for preparation of technically skilled students who are capable of filling the diverse workforce needs in the biomedical sciences.

IBMS is building a strong research presence in biomedical sciences, but is also fostering a unique environment to promote synergistic and interdisciplinary collaboration with units internal to the university. The Institute partners with other Georgia and non-Georgia research institutions, major medical centers, private sector (for example, biopharmaceutical, biotech) companies and organizations/foundations, including the Georgia Research Alliance, to promote world-class multidisciplinary research and education programs.

Office of the Director

716 Petit Science Center Building
404-413-3578
biomedical.gsu.edu

Jian-Dong Li, Director
Timothy L. Denning, Director of Graduate Studies

Core Faculty: Christopher Basler, Patricia Denning, Timothy Denning, Andrew Gewirtz, Sang-Moo Kang, Chunying Li, Jian-Dong Li, Didier Merlin, Richard Plemper, JoAnn Tufariello, Baozhong Wang, Zhonglin Xie, and Ming-Hui Zou

Research Faculty: Benoit Chassaing, Imoh Okon, Ping Song, Jeong-Jong Yoon, Benyue Zhang, Huaiping Zhu, Priya Luthra, and Tshidi Tsibane

11000.10 Mission, Background, Philosophy, and Goals

Mission: The Institute for Biomedical Sciences (IBMS) will be a leading multidisciplinary research and education (degree-granting) institute dedicated to advancing fundamental and innovative biomedical research that improves human health as well as educating and training future generations of leading biomedical scientists and health (non-M.D.) professionals.

Background: Despite tremendous advances in biological and medical research, significant gaps still exist between basic laboratory research and its clinical applications. Now more than ever there is an urgent need for bridging basic research to clinical management strategies. To meet this significant challenge and promote translational research from bench to bedside, the interface between the biomedical science disciplines has emerged as one of the most exciting interdisciplinary research fields in science. To significantly and rapidly accelerate Georgia State University as a recognized leader in this area, the Institute was established to expand contributions and efforts to research and education in these areas. The Institute's key assets include the University's existing strengths in inflammation, immunity and infection, microbial pathogenesis, molecular and translational medicine, translational immunology, oncology, and therapeutics and diagnostics, which align with the its strategic priorities, Georgia's commitment to be the nation's hub for biomedical research and federal/non-federal funding priorities. Moreover, IBMS provides a world-class interdisciplinary training environment for preparation of technically skilled students that are capable of filling the diverse workforce needs in the biomedical sciences.

Philosophy (Success Through Synergy): IBMS is not only building a strong research presence in biomedical sciences, but also fosters a unique environment to promote synergistic and interdisciplinary collaboration with units internal to the University, other Georgia and non-Georgia research institutions, major medical centers, private sector (e.g., biopharmaceutical, biotech) companies, and organizations/ foundations to develop world-class multidisciplinary research and education programs.

Goals:

1. Pursue excellence in fundamental and innovative research in the basic biomedical sciences.
2. Advance diagnostic, therapeutic, and preventive measures for major diseases, with an initial emphasis on inflammatory, immunological, infectious, metabolic and cardiovascular, and neoplastic

diseases.
3. Accelerate translation and commercialization outcomes by collaborating and interacting with partner institutions, hospitals and biopharmaceuticals.
4. Provide an environment for preparing students to meet the future challenges and workforce needs in biomedical research and health professions.

11000.20 Degrees Offered

IBMS currently offers the following graduate program:

Master of Interdisciplinary Studies with a concentration in Biomedical Enterprise.

Please visit the IBMS website at biomedical.gsu.edu for updates on our degree offerings.

11000.30 Research Centers and Initiatives

Areas of Research Focus: IBMS promotes interdisciplinary research that drives advances in biomedical sciences through synergistic collaboration, ultimately leading to better patient care. The focus is on understanding the mechanistic basis for a variety of important human diseases, such as inflammatory, immunologic, infectious, metabolic and cardiovascular diseases, and developing innovative approaches to prevention, diagnosis and treatment. Initial areas of research focus for IBMS are:

- Immunology (molecular and cellular immunology, inflammation, immunity, chemical immunology, tumor immunology, systems and computational immunology)
- Translational Immunology
- Microbiology (molecular and cellular microbiology, host-pathogen interactions, microbiota, translational microbiology, systems and computational microbiology)
- Microbial Pathogenesis
- Infectious Diseases
- Metabolic and Cardiovascular Diseases
- Molecular, Cellular and Translational Medicine
- Translational Systems Biology and Bioinformatics
- Translational Diagnostics and Therapeutics
- Vaccinology

Center for Inflammation, Immunity & Infection

The mission of the Center for Inflammation, Immunity & Infection is to better understand the molecular basis of inflammatory diseases and further develop novel therapeutic strategies. Inflammation is one of the body's major defense mechanisms in response to infection or injury, but when it is uncontrolled, it causes inflammatory diseases such as chronic obstructive pulmonary disorder, asthma, rheumatoid arthritis, inflammatory bowel disease, otitis media and cancer.

Center for Microbial Pathogenesis

The Center for Microbial Pathogenesis is focused on studying such viruses as influenza virus, hepatitis C,

dengue, Ebola, Marburg, Crimean-Congo hemorrhagic fever, cytomegalovirus, and several other negative-stranded RNA viruses. Studies are directed at understanding how the innate immune system of the infected host is counteracted by components of these viruses and how the interferon signaling system works on a molecular level. Researchers use this knowledge to develop new vaccines against these viruses and work to identify small molecular weight compounds for use as antivirals.

Center for Translational Immunology

This center is expected to launch in the near future. Please visit the IBMS website at biomedical.gsu.edu for updates.

11000.40 Academic Resources and Services

Office of Academic Assistance and Career Services

Petit Science Center, Room 437
404-413-3650
biomedicaladvising@gsu.edu

Contacts:

Yvette Hilaire, Graduate Advisor
yhilaire@gsu.edu

The Office of Academic Assistance and Career Services (OAA) provides current and prospective IBMS students with comprehensive student support services to ensure academic and career success.

Advising and Academic Assistance

For students in the Master of Interdisciplinary Studies (MIS) program with a concentration in Biomedical Enterprise, academic advisement is provided using a two-pronged approach. The Graduate Advisor in the OAA provides guidance on administrative matters such as program of study advisement, degree petition process, thesis/capstone registration, graduation, and referral to other student support services on campus. The IBMS faculty serve as faculty mentors, and students are encouraged to talk to their mentors about how to select a concentration, determining which course electives make sense for future career goals, exploring research interests and opportunities, developing professional networks, and serving on thesis or capstone committees. MIS students are not assigned a faculty advisor but are instead encouraged to develop multiple mentoring relationships with IBMS faculty as well as faculty in the College of Law and Robinson College of Business.

Career Services

The Institute provides specific career support and leadership development services to all current IBMS students and alumni. Students are invited to meet with our IBMS Career Coordinator to discuss individual career questions. Career Services can help students with resume writing, interviewing, job searching, internship development, and networking.

The Office of Academic Assistance and Career Services (OAA) also supports all IBMS student clubs and organizations – students are encouraged to inquire about joining student clubs and organizations while being enrolled in IBMS.

11000.50 Student Organizations

Biomedical Student Association (BMSA)

The Biomedical Student Association (BMSA) is the student organization of the IBMS at Georgia State University. BMSA seeks to develop well-rounded biomedical professionals and promote meaningful interactions between students, faculty and staff, and health professionals. Throughout the school year, BMSA will organize social events, professional development opportunities, and public service events for students, faculty, and staff.

11010 Graduate Admissions

The IBMS accepts students into the Master of Interdisciplinary Studies (MIS) in Biomedical Enterprise program in the fall semester.

11010.10 Master of Interdisciplinary Studies (MIS) in Biomedical Enterprise Application Requirements

For complete application materials instructions, visit the following IBMS website: biomedical.gsu.edu/academics/

The following materials are required for admission to the MIS in Biomedical Enterprise. All application materials are submitted through the Institute's website: biomedical.gsu.edu/admissions/.

1. $50.00 application fee.
2. A resume or curriculum vitae
3. One official transcript from each college and/or university attended (including Georgia State University). Transcripts are required regardless of length of stay or if the grades are listed on another school's transcript. Applicants must have a bachelor's degree or its equivalent at the time of enrollment from a regionally accredited institution.
4. Three letters of recommendation from individuals familiar with the applicant's intellectual achievement and potential. At least two of these letters must be from faculty or senior administrators at academic institutions.
5. A statement outlining the applicant's academic and professional goals related to seeking this degree.
6. Official scores on the Graduate Record Examination (GRE). Please note that GRE scores over five years old cannot be accepted. (Applicants with an earned doctorate or J.D. from a regionally accredited institution may not be required to take the GRE). Those applicants should check with the Institute well before the admission deadline to see if this examination requirement may be waived. The School reserves the right to require the GRE, GMAT, or MCAT examination for applicants with an earned doctorate or J.D.)
7. Official scores on the Test of English as a Foreign Language (TOEFL) or via the International English Language Testing System (IELTS), for applicants whose native language is not English.

Applicants living in the Atlanta area may take the Georgia State Test of English Proficiency (GTEP) in place of the TOEFL or IELTS. Please note that the TOEFL, IELTS, and GSTEP scores over two years old cannot be accepted. The TOEFL, IELTS, and GSTEP examination may not be required for international applicants who have a received a degree from a regionally accredited U.S. institution.
    - TOEFL: www.ets.org/toefl
    - IELTS: www.ielts.org/
    - GSTEP: alsl.gsu.eu/programs/gstep/
8. A Certificate of Immunization (after acceptance)

11010.20 International Student Admission

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

English Proficiency: Applicants whose native language is not English must submit scores, not more than two years old, on the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). Official scores must be reported from the Educational Testing Service to IBMS prior to the application deadline. The TOEFL is not required of international applicants who have received a degree from a regionally accredited U.S. institution. TOEFL information can be found at www.ets.org/toefl. IELTS information can be found at www.ielts.org/. Applicants living in the Atlanta area may take the Georgia State Test of English Proficiency (GSTEP) in the place of the TOEFL. For more information about GSTEP: alsl.gsu.eu/programs/gstep/.

Financial Resources: Applicants who have been accepted and 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 cost associated with the first year of study. This verification does not need to be submitted with your application but will be required before you can enroll if you are accepted.

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 for graduate students at Georgia State University is 9 semester hours in the fall and spring semesters and 6 semester hours in the summer semester. International students cannot be admitted as non-degree students.

For additional information pertaining to international applicants and students at Georgia State University, please refer to the Office of International Student and Scholar Services on the Georgia State University website at isss.gsu.edu.

11010.30 Re-entry Students

A re-entry student is a student who has been enrolled at Georgia State University and who:

1. Has not maintained an enrollment totaling 6 hours (or more) of degree applicable courses over three consecutive semesters (including summer) until degree completion; or
2. Attended any semester as a transient student and wishes to attend an additional semester as a transient student.

Re-entry is approved by application and is not guaranteed. The application deadlines are as follows:

Program	Fall	Spring	Summer
Re-entry	July 15	December 1	May 1

Graduate students previously enrolled in the MIS Biomedical Enterprise program, may only re-enter the same graduate program or status in which they were last enrolled and they may be required to satisfy the degree requirements of the graduate catalog in effect at the time of re-entry. The Office of Academic Assistance and Career Services will notify the student of their requirements and update their program of study. Students will be required to change to the graduate catalog in effect at the time of reentry when they re-enter the university after a period of two or more consecutive years in which they have earned no academic credit at Georgia State University. Students must be approved for re-entry through the School. Re-entry is not guaranteed, even for students previously enrolled in MIS Biomedical Enterprise program.

To apply as a re-entry student, the following items should be submitted to the Office of Academic Assistance:

- Graduate Re-entry Application (available here: biomedical.gsu.edu/admissions)
- $25.00 Application Fee. A check or money order (in U.S. currency) should be made payable to Georgia State University. This fee is nonrefundable.
- Resident Status Form – This form is required to determine if you are an in-state or out-of-state student for tuition purposes. Please attach it to your application
- A Certificate of Immunization (after acceptance)
- Lawful Presence Verification (after acceptance)
- Completed application materials must be mailed to the address below by the deadline date:
  Institute for Biomedical Studies
  Georgia State University
  Office of Academic Assistance and Career Services
  P.O. Box 5035 Atlanta, GA 30303-5035

11020 Graduate Enrollment

Graduate degree and certificate students in the Institute for Biomedical Sciences are responsible for knowledge of all regulations and procedures of the program and the university. Enrollment in a program constitutes a student's acknowledgment that they are obligated to comply with all academic and administrative regulations and degree requirements. Students are encouraged to read carefully regulations related to the MIS Biomedical Enterprise program.

Summary of Georgia State University Policy on Responsible Conduct Research Training: Georgia

State University is committed to promoting research ethics within the University community and modeling integrity across all disciplines and areas of empirical research. As research has become more complex, collaborative, and costly, issues of research ethics similarly have become complex, extensive and important. The federally mandated training of all levels of research students at Georgia State University in the Responsible Conduct of Research (RCR) must prepare them to face these issues in their professional lives. The Scholarship and Research Integrity (SARI) program at Georgia State University, developed in response to the America Competes Act requirements, is designed to offer students enrolled in undergraduate research, research graduate degree programs, and post-doctoral research programs comprehensive training in the RCR in a manner that is tailored to address the issues faced by students in their respective programs. As part of the commitment and policy, graduate research students and post-doctoral research fellows will be required to complete an online RCR training program provided by the Collaborative Institutional Training Initiative (CITI).

ursa.research.gsu.edu/ursa/responsible-conduct-in-research/

The Georgia State University IBMS has devised a RCR education program plan to be in compliance with Georgia State University's RCR policy and to ensure IBMS students graduating from our MIS program complete the required CITI RCR training program.

11020.10 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 the MIS in Biomedical Enterprise program is two years from the first semester of admission. Students or applicants with questions about the commitment needed to complete the MIS in Biomedical Enterprise program should schedule an appointment with the Institute's Office of Academic Assistance and Career Services.

11020.20 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 in section 9020.30.

11020.30 Continuous Enrollment Requirement and Requests to Re-enter

Students in all graduate degree and graduate certificate programs must maintain an enrollment totaling six (6) hours or more of degree applicable courses over any consecutive three (3) semester period (including summers) until degree completion. In other words, the total enrollment of the current term plus the two terms preceding it must add to six (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 continuous enrollment registration hold preventing all

current and future registration. Those students will be notified by an email message sent to their official Georgia State University email account. To resume their programs of study, students with continuous enrollment registration holds must apply for reentry admission by the published deadline (see section 9010.30), must be granted re-entry admission, and must enroll at a credit hour level sufficient to satisfy the continuous enrollment requirement. For more information on the re-entry process, see section 9010.30 or contact the Office of Academic Assistance and Career Services (OAA).

Students who do not attend the semester for which re-entry was originally required must complete a new re-entry form for subsequent semesters.

All students who wish to re-enter one of the graduate level programs or non-degree 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 that may be in effect.

All students who are approved for re-entry will be eligible to retain all Georgia State course 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 courses at Georgia State University. 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 the Graduate 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.

11020.35 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. Failure to register for degree applicable courses over the course of three consecutive semesters will result in unsatisfactory progress and the rules of Continuous Enrollment Requirement will apply.

11020.40 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 1 to 15 credit hours. A full-time course of study for graduate students at Georgia State University is nine (9) credit hours in fall and spring semesters, and six (6) credit hours in summer semesters.

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.

11020.50 Grade Point Average and Course Grade Requirements

For Master's level students, an overall institutional grade point average (GPA) of 3.0 or better must be earned to receive the MIS in Biomedical Enterprise degree. All core courses in the MIS in Biomedical Enterprise degree must be completed with a grade of B or better, and any student earning a grade of B- or below must repeat the core course. No more than six semester hours of grades less than B will be accepted for the degree in all other MIS in Biomedical Enterprise program of study courses. No grade below a C will be accepted toward the degree. The records of students who fall below the 3.00 GPA requirement for all course attempts will be reviewed for continuation in the MIS in Biomedical Enterprise program, and students may receive a scholastic warning or be scholastically dismissed from the MIS in Biomedical Enterprise program.

11020.60 Final Course Grades

The following course grades will be given as final grade options in courses taught by IBMS faculty members. Any deviations—including the availability of plus/minus grading—will be at the discretion of the individual faculty member and specifically stated in his or her syllabus.

Final Course Letter Grade	Point Values
A+	97 – 100
A	93 – 96
A-	90 – 92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
C-	70 – 72
D	60 – 69
F	59 & below

11020.70 Application for Graduation

All candidates for the MIS in Biomedical Enterprise 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 Georgia State University website: registrar.gsu.edu/graduation/. The Graduation Office will inform the Institute when the student files the application. The Institute for Biomedical Sciences will then conduct an audit and inform the student of any remaining requirements — these items will include any graduation clearance requirements. A degree will be awarded only to a student who meets the university academic, residence, and graduation clearance requirements as well as the standards of performance and academic requirements for the MIS in Biomedical Enterprise degree.

Scholastic Warning and Suspension for MIS in Biomedical Enterprise Students

Each student admitted into the MIS in Biomedical Enterprise program in the Institute for Biomedical Sciences 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 Scholastic Warning. The student will be notified of this standing by the Institute for Biomedical Sciences. 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 IBMS faculty, 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 scholastic exclusion.

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.

11030 Student Appeals Procedures

The appeals procedure for graduate students in the MIS Biomedical Enterprise Program will follow different paths, depending on the nature of the student's appeal. The various types of situations and the appropriate appeals avenues are as follows:

11030.10 Admissions Appeals

At the graduate level, a person who wishes to appeal an admission decision first discusses the matter with the Director of the Office of Academic Assistance and Career Services (OAA) within 5 working days of the date of the denial. If the question is not settled there, a written appeal must be submitted to the OAA Director within 10 working days of the date of the denial or the date of the denial discussion with the OAA Director. (Workdays are counted as Monday through Friday except university staff holidays.) The director will present the appeal to the appropriate Admissions Committee, which will examine the facts presented. The OAA Director, on behalf of the committee, will make a recommendation to the Associate Dean for Academic Affairs. 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 OAA Director. See Section 1100 of the Graduate Catalog for University level appeals of admission decisions.

11030.20 Petitions for Policy Waivers and Variances, and Appeals, and Student Complaints, Concerns, or Grievances

The petitions for policy waivers and variances, and 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 enrollment.gsu.edu/assistance or the Student Code of Conduct online: codeofconduct.gsu.edu for details.

Student Complaints, Concerns, or Grievances

Similarly, the student complaints, concerns, or grievance 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 enrollment.gsu.edu/assistance.

11030.30 Appeal of Exclusions, Dismissals and Terminations

Terminated, dismissed or excluded graduate students with questions about their status should first discuss

their situation with the Graduate Advisor in the Office of Academic Assistance and Career Services (OAA). Following this discussion, students who believe they have extenuating circumstances may submit a written appeal of their termination or exclusion to the Director of OAA. 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 affairs, 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 staff holidays.)

Requests for such consideration must be submitted, in writing, to the director of OAA 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).

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.

11040 Master Degree Programs

Master of Interdisciplinary Studies (MIS) in Biomedical Enterprise

Contacts:

Timothy L. Denning, Director of Graduate Studies
Yvette Hilaire, Graduate Program Coordinator

Description of the MIS in Biomedical Enterprise Program

Goals and Objectives of the MIS in Biomedical Enterprise Program

Given today's complex challenges and the need for creative solutions, graduates with an MIS degree need to be able to adopt and use information derived from various traditional disciplines, to think logically and critically about information and new ideas, to be flexible and creative, and to work effectively with individuals from diverse backgrounds. Through interdisciplinary course work, including basic research and team-based projects, as well as experiential learning in a capstone project, graduates from our proposed program will develop the knowledge areas, skills, and strategic approaches that are necessary to make links between critical fields. Graduates will be able to enter or to return to the workforce with increased capacity to multi-task within the workplace and to interface effectively with various stakeholders.

Thus, the goals listed below are the main focus of the MIS in Biomedical Enterprise Program.

- Enable recognition of how successful work across disciplines advances knowledge and solves problems, and develop ability to conduct interdisciplinary work
- Enhance critical thinking skills with regard to cross-cutting problems, proposed interdisciplinary solutions, and their applications
- Increase knowledge of techniques used to enhance creativity
- Develop strengths in communication, from verbal, written, and presentation skills, through ethical conduct and professional dispositions in all settings
- Encourage sensitivity, understanding, teamwork, and leadership among collaborators from diverse backgrounds
- Promote high-level student and faculty engagement in emerging interdisciplinary topics
- Create job-ready graduates with professional dispositions appropriate for smooth interface between relevant fields

The faculty and staff of the Institute for Biomedical Sciences, Robinson College of Business and the College of Law are committed to providing a supportive academic environment that promotes the growth and progress of students engaged in graduate studies.

The Master of Interdisciplinary Studies (MIS) in Biomedical Enterprise program includes a minimum of thirty-six (36) semester credit hours of study at the master's level beyond the bachelor's degree.

The programs will combine face-to-face, hybrid, and online instruction to create newly trained graduates with knowledge points and skills sets to address today's complex challenges at the interface of traditional disciplines. The MIS in Biomedical Enterprise curriculum will begin with a shared proseminar that helps to unify the disciplines of the program, and will conclude with a similar capstone project that provides professional readiness or transition into a subsequent program via an internship or course-based experience. To meet the interdisciplinary goals of the MIS, the Biomedical Enterprise concentration will be offered jointly by the Institute for Biomedical Sciences (IBMS), Robinson College of Business and the College of Law using a cohort model. Each participating entity will be recognized at the university for its instructional and administrative efforts.

Faculty

Faculty directly involved with the MIS in Biomedical Enterprise include:

Institute for Biomedical Sciences: Christopher Basler, Patricia Denning, Timothy Denning, Andrew Gewirtz, Sang-Moo Kang, Chunying Li, Jian-Dong Li, Didier Merlin, Richard Plemper, JoAnn Tufariello, Baozhong Wang, Zhonglin Xie, and Ming-Hui Zou

Robinson College of Business: Michael Jordan, Richard Welke

College of Law: Roberta Marie Berry, Yaniv Heled, Patricia Zettler

College of Arts & Sciences: John Houghton, Georg Pierce, Eric Gilbert

MIS in Biomedical Enterprise Degree Requirements

Required Core Courses (30 hours)

Electives (6 hours)

Required Core Courses	
BMSC 6000	Proseminar (2)
BIOL 6694	Biosafety: Principles & Practice (4)
BIOL 8550	Intro to Graduate Studies in Biology (2)
LAW 7417	Patent Law (3)
BIOL 6440	Biotechnology Practicum (2)
BUSA 6090	Survey of Business Principles (3)
ENI 7101	Organizational Entrepreneurship (3)
ENI 8101	Enhancing Customer Value (3)
ENI 8201	Innovating Customer Value (3)
BMSC 6010/6020	Internship, with seminar (2)
BMSC 6030	Capstone (3)
Electives	
	2 Law Electives (3 hours each)
	Optional Science or Business Elective (3)

Proseminar

The aim of the introductory proseminar course will be to teach interdisciplinarity as a discipline itself, with introductions to the educational philosophy behind an interdisciplinary program, discussion of historical challenges resolved through interdisciplinary approaches, and debate on "live" case studies of current issues likely to require interdisciplinary solutions. Critical thinking and creativity leading to successful problem solving are also topics for the proseminar. They are talents and skills that can be nurtured and taught in this course, e.g. by adopting new ways of framing questions, learning to challenge assumptions, combining seemingly disparate ideas, and exploring factors that stimulate or inhibit creativity. Given that communication is key to progress in any discipline, this course will also teach strategies for professional communication and productive teamwork, such as methods for gaining familiarity with team members, setting ground rules and responsibilities, avoiding common problems, and building trust. The proseminar will be delivered with a face-to-face, interactive approach, enabling instructors, guest speakers, and students to discuss and debate current issues.

Summer Internship

Given the direct links between the MIS curriculum in Biomedical Enterprise and placement in jobs in the bioscience business sector, this MIS program of study requires a summer internship in a professional environment. Numerous entities are prepared to collaborate with Georgia State to administer and host bioscience internships for our students. Thus, MIS students will have internship opportunities that range from start-up companies, established small businesses, and large enterprises with branch facilities in the region, to governmental research or regulatory agencies, to law firms with emphases such as patent,

intellectual property, and/or health law.

In terms of internship administration, students will be assigned, supervised, and evaluated with attention to individual interests, abilities, and needs, along with expectations for high standards of conduct and productivity and intentional practices of careful matching and effective oversight. Specifically, internship sites will be identified and vetted through Legal Affairs and Risk Management at Georgia State. Mutual agreements will lead to formal posting of the internships on an on-line platform hosted by the GSU Office of Career Services, to be accessible exclusively to students in this MIS concentration. When possible, representatives from host sites will then visit the proseminar course (fall semester) to introduce their mission, approach, and internship opportunities, as well as to meet potential student interns. Subsequently (e.g. early spring semester), students will apply to specific internships using the Career Services platform. Host organizations will be able to review applications, consult with program faculty at Georgia State, interview candidates, and decide on intern matches no later than two months before the start dates. Legal matters related to hiring, clearance, confidentiality, intellectual property, etc., can be addressed in the two months between the match and the start dates.

During the internship, students will be required to participate in an online internship seminar course that will help monitor their experiences and productivity. The seminar instructor will have weekly contact with all interns, thereby assuring the opportunity to raise and address concerns, share best practices for maximizing internship experiences, and gauging student progress in knowledge and skill acquisition. Specific evaluation forms will be provided to internship hosts, students, and the faculty instructor of the internship seminar course. With pre-post format, the evaluations will assess student growth in practical knowledge and professional skills. Triangulation of data from three perspectives (host, student, faculty instructor) will provide deep understanding of the internship experience, which can be used to assess program effectiveness, internship host site appropriateness, and individual student success. The entire internship process will be led by the concentration directors, internship seminar instructor, and the lead program administrator in the IBMS, in collaboration with staff members in Career Services, attorneys in Legal Affairs, and directors in the Office of Risk Management at Georgia State.

Notably, the format and timing of course delivery during and after the internship are flexible and likely to occur at the outer extent of business hours. As above, the internship seminar will be largely online and in the evening, so as to avoid conflict with full-time work in the internship position. In the final semester of the program, which is scheduled to occur after the internship, the courses remaining for these MIS students can be taken in the late afternoon or evening. The program is designed intentionally in this fashion to enable internship hosts to consider hiring immediately the motivated and productive student interns from this program.

Capstone Project

The aim of the capstone project is to challenge students to demonstrate their abilities to solve current practical and/or academic problems by using knowledge and skills from multiple disciplines. The capstone project should result in a product that is timely and relevant for the interdisciplinary course of study and be presented to faculty members for assessment based on the value of the product or performance. The key skill sets of critical thinking, creativity, communication, and collaboration must be assessed through the final project, and the result must be reasonable and be intellectually defensible. Faculty in conjunction with advisors from professional settings will contribute to the design, guidelines, and grading rubrics. Since the

project should draw on the whole learning experience in the MIS in Biomedical Enterprise program, successful completion of the capstone project will be designed to accurately predict success of program graduates as they enter the workforce or pursue further degrees subsequent to completion of the MIS degree. Ultimately, the MIS in Biomedical Enterprise program delivery will support successful completion of the program goals described below.

This curriculum will be offered jointly by the Institute for Biomedical Sciences (IBMS), Robinson College of Business and the College of Law using a cohort model. Biotechnology uses living systems to tackle intractable problems in many domains, such as production (e.g. clean and efficient synthesis of chemicals, plastics, and enzymes; growth of food and feed), health (e.g. antibody development, RNA interference therapies, regenerative medicine), and environment (e.g. biofuels, bioremediation, biosensors). Sound business principles and creative business solutions are critical to carrying out the complex process of bringing scientific advances to production and sales for human access. In all steps from idea to global impact, legal regulations must protect intellectual property, while ensuring the quality and efficiency of work using public and private investments to support and promote innovation. Frequent monitoring and feedback can and should assure public trust and protection, while maximizing investment and productivity. Therefore, the presently proposed MIS in Biomedical Enterprise sits at the crossroads of science, business, and law, poised to provide the various skill sets necessary to devise new innovations and bring them to market legally and ethically.

Bioscience industry executives suggest the need for scientists with understanding and skills related not only to the scientific method, but also to business practices and regulatory laws. Interdisciplinary programs are needed to integrate entrepreneurship and legal studies with basic science course content to create a new kind of flexibly-trained professional, with interdisciplinary preparation that can bridge gaps between the sciences and industry challenges. Graduates will be prepared to contribute not only to scientific advance but also to the entrepreneurial initiatives of their companies, academic institutions, or governmental entities. This program will specifically prepare its graduates for positions in the following professional tracks in the biomedical enterprise: research science and technical services, marketing, quality assurance/quality control (QA/QC), development and entrepreneurship, clinical trials, management and administration. With these outcomes in mind, applications will be solicited from individuals with existing backgrounds in basic science (e.g. biology, bioinformatics, chemistry, physics, or neuroscience, including successful laboratory course work and/or work experience), and who also have the interest and motivation to advance their skills with bioinstrumentation and to expand their knowledge base to business and the law.

By the end of the program, MIS graduates with a concentration in Biomedical Enterprise will acquire knowledge and skills as listed below, and master the professional preparation areas below.

Knowledge and Skills

- Current, relevant, and confident understanding of the opportunities and challenges existing at the intersection of biotechnology, entrepreneurship, and legal affairs.
- Up-to-date knowledge of biological systems in one or more of the following areas of focus: genetics, proteomics, cell biology, microbiology, immunology, virology, bioinformatics, neuroscience, or pharmacology.
- Experience with state-of-the-art equipment and instrumentation relevant for biotechnology research and development, such as genomics, proteomics, NextGen sequencing, flow cytometry, real time PCR, imaging and confocal microscopy, atomic force microscopy, and mass spectrophotometry.

- Ability to identify and participate in legal and ethical laboratory practices, project management, product testing, quality control, and marketing.
- Critical thinking, problem-solving, quantitative, and communication skills applicable to all domains in Biotechnology Enterprise.

Program Goals in Professional Preparation

- Create a new cadre of specialized scientists and practitioners ideally trained to enter or return to the state, national, and international biotechnology workforce.
- Provide an environment for preparing students and professionals to participate in a broad-based and evolving economy in biotechnology, including pharmaceuticals, diagnostics, medical devices, and preclinical or clinical research.
- Develop strengths in communication, from verbal, written, and presentation skills, through ethical conduct and professional dispositions in all settings.
- Promote creativity, teamwork, and leadership through interactive courses and real-world experience.
- Increase the number of individuals from diverse backgrounds who excel at the intersection of biotechnology, entrepreneurship, and law.

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

BMSC Biomedical Sciences

BUSA Business Administration – BUSA

CER Ceramics

CHEM Chemistry

CIS Computer Information Systems

COMM Communication

CPI Center Processing Innovation

CPS Counseling & Psychological Services

CRJU Criminal Justice

CSC Computer Science

CSD Communication & Science Disorders

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

EMBA Executive Master of Business Administration

ENGL English

ENI Entrepreneurship Minor

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

FLME Film and Media

FOLK Folklore

FORL Foreign Language

FREN French

GEOS Geosciences

GERO Gerontology

GLOS Global Studies

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

KH Kinesiology & Health

LATN Latin

LAW Law

LGLS Legal Studies

LT Learning Technologies

MATH Mathematics

MBA Master of Business Administration

MGS Managerial Sciences

MIT Managing Information Technology

MK Marketing

MRM Mathematical Risk Management

MUA Music Appreciation

MSA Analytics

MUS Music

NEUR Neuroscience

NSCI Natural Sciences

NURS Nursing

NUTR Nutrition

OT Occupational Therapy

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

RCB Robinson College of Business (General)

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

WGSS Women's, Gender & Sexuality 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.

ACCT 8005 Current Issues in Accounting

CREDIT HOURS 1.0 - 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1, 2, 6

DESCRIPTION This course will cover current issues in accounting. Issues will be drawn from a wide range of current issues that do not necessarily require or allow an entire semester of study and will pertain to assorted accounting areas, e.g., financial reporting and analysis, intenal auditing, forensic accounting, government and not-for-profit accounting, assurance services, cost measurement and control, taxation, performance measurement and control, and governance. May be repeated for credit.

ACCT 8010 Financial Accounting 1

CREDIT HOURS 3.0

PREREQUISITES Graduate or Undergraduate degree in bus other than AC

REQUIREMENTS CSP: 1, 2, 6, 7

DESCRIPTION ACCT 2101 or MBA 8025 and, ACCT 2102 or MBA 8115. 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 HOURS 3.0

PREREQUISITES ACCT 8010

REQUIREMENTS CSP 1, 2, 6, 7

DESCRIPTION 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 Managerial and Accounting Information Systems

CREDIT HOURS 3.0

PREREQUISITES Graduate or Undergraduate degree in bus other than AC

REQUIREMENTS CSP 1, 2, 4, 6, 7

DESCRIPTION ACCT 2101 or MBA 8025, and ACCT 2102 or MBA 8115. 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 Taxation

CREDIT HOURS 3.0

PREREQUISITES ACCT 8020, with grade of C- or higher

REQUIREMENTS CSP: 1, 2, 6, 7

DESCRIPTION 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 Assurance and Information Systems Control

CREDIT HOURS 3.0

PREREQUISITES ACCT 8020, with a minimum grade of C-

REQUIREMENTS CSP: 1, 2, 3, 4, 5, 6, 7, 8

DESCRIPTION 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 Financial Accounting in Governmental and Nonprofit Organizations

CREDIT HOURS 3.0

PREREQUISITES ACCT 4113, with a minimum grade of C-

REQUIREMENTS CSP: 1, 2, 4, 6, 7

DESCRIPTION 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 Accounting Practices

CREDIT HOURS 3.0

PREREQUISITES ACCT 4113, with a minimum grade of C-

REQUIREMENTS CSP: 1, 2, 4, 6, 7

DESCRIPTION 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 HOURS 3.0

PREREQUISITES ACCT 4510 or ACCT 8040, with a Requiremenminimum grade of C-

REQUIREMENTS CSP: 1, 2, 6, 7

DESCRIPTION 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 Accounting Topics

CREDIT HOURS 3.0

PREREQUISITES ACCT 4113 or ACCT 8020, with a minimum grade of C-

REQUIREMENTS CSP: 1, 2, 3, 6, 7

DESCRIPTION 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 8310 Seminar in Management Accounting Systems

CREDIT HOURS 3.0

PREREQUISITES ACCT 4310 or MBA 8115 or CIS 3300 and CIS 3730 and ACCT 2101 and ACCT 2102

REQUIREMENTS CSP: 1, 2, 3, 4, 5, 6, 7, 8

DESCRIPTION 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 Directed Readings in Accounting

CREDIT HOURS 1.0 - 3.0

PREREQUISITES Consent of the instructor, good academic standing

DESCRIPTION

ACCT 8391 Field Study in Accounting

CREDIT HOURS 3.0

PREREQUISITES MPA or MBA student with a 2.7 or higher GPA, accounting internship, consent of instructor

REQUIREMENTS (May be repeated once.) CSP: 1, 2, 3, 4, 5, 6, 7, 8

DESCRIPTION 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 Seminar in Financial Accounting Theory and Policy

CREDIT HOURS 1.0 - 3.0

PREREQUISITES ACCT 4113 or ACCT 8020, with a minimum grade of C-

REQUIREMENTS CSP: None

DESCRIPTION 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 8420 Special Topics in Financial Accounting

CREDIT HOURS 3.0

PREREQUISITES ACCT 4113 or ACCT 8020, with a minimum grade of C-

DESCRIPTION This course will cover advanced financial accounting issues such as those related to off-balance-sheet financing, segment and interim reporting, foreign currency transactions, translation of foreign currency financial statements, operation of the SEC, issues related to the adoption of IFRS in the US, accounting for reorganizations and liquidations, and accounting for estates and trusts. The course will also cover why and how managers manage earnings and critically examine a recently passed or proposed financial accounting standard.

ACCT 8610 Advanced Topics in Assurance Services

CREDIT HOURS 3.0

PREREQUISITES ACCT 4310, ACCT 4610, both with a minimum grades of C-

REQUIREMENTS CSP: 1, 2, 4, 6, 7

DESCRIPTION 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 Information Technology Auditing

CREDIT HOURS 3.0

PREREQUISITES ACCT 4610 or CIS 8000 or MBA 8125

REQUIREMENTS CSP: 1, 2, 3, 4, 5, 6, 7, 8

DESCRIPTION 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 develop- ment. Students work through audit simulations to develop IT audit expertise.

ACCT 8660 Study Abroad: International Accounting

CREDIT HOURS 3.0

PREREQUISITES None; Consent of instructor

REQUIREMENTS CSP: 1, 2, 6, 7, 8

DESCRIPTION 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.

ACCT 8680 Security and Privacy of Information and Information Systems

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1, 2, 3, 4, 5, 6, 7, 8

DESCRIPTION (Same as CIS 8080). 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 Statement and Business Analysis

CREDIT HOURS 3.0

PREREQUISITES ACCT 4113 or ACCT 8020

REQUIREMENTS CSP: 1, 2, 6, 7

DESCRIPTION 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 HOURS 3.0

PREREQUISITES ACCT 4610

REQUIREMENTS CSP: 1, 2, 4, 6, 7

DESCRIPTION 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 Seminar on Internal Auditing

CREDIT HOURS 3.0

PREREQUISITES ACCT 4610 or ACCT 8050

REQUIREMENTS CSP: 1, 2, 4, 6, 7

DESCRIPTION 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 9100 Seminar in Critical Analysis of Accounting Research

CREDIT HOURS 1.0 - 3.0

PREREQUISITES Consent of instructor

DESCRIPTION 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 Seminar in Auditing Research

CREDIT HOURS 3.0

PREREQUISITES Consent of instructor

DESCRIPTION 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 Seminar in Managerial Accounting Prerequisite: Consent of the instructor

CREDIT HOURS 3.0

DESCRIPTION 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 Seminar in Financial Accounting Research

CREDIT HOURS 3.0

PREREQUISITES Consent of the instructor

DESCRIPTION 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 9900 Reading Seminar in Accounting

CREDIT HOURS 3.0

PREREQUISITES Consent of the instructor

DESCRIPTION

AS 8340 Life Contingencies

CREDIT HOURS 3.0

PREREQUISITES None

COREQUISITES AS 4230

REQUIREMENTS CSP: 2

DESCRIPTION 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 HOURS 3.0

PREREQUISITES AS 8340

DESCRIPTION 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 Directed Readings in Actuarial Science

CREDIT HOURS 1.0 - 3.0

PREREQUISITES Consent of the instructor, good academic standing

DESCRIPTION

AS 8430 Loss Distributions and Credibility Theory

CREDIT HOURS 3.0

PREREQUISITES MRM 8320

REQUIREMENTS CSP: 2

DESCRIPTION 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 8810 Actuarial Science Graduate Seminar

CREDIT HOURS 3.0

PREREQUISITES AS 8340

REQUIREMENTS CSP: 2, 7

DESCRIPTION T 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.

AAS 6000 Proseminar in African-American Studies

CREDIT HOURS 3.0

DESCRIPTION This course examines the origins, parameters, and scope of the discipline of African-American Studies.

AAS 6005 Theories in African-American Studies

CREDIT HOURS 3.0

DESCRIPTION This course examines the major theoretical formulations employed in African-American Studies.

AAS 6007 Black Feminist Thought

CREDIT HOURS 3.0

DESCRIPTION (Same as WGSS 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 in African-American Studies

CREDIT HOURS 3.0

DESCRIPTION Examination of the major research methodologies.

AAS 6012 Qualitative Methods in African-American Studies

CREDIT HOURS 3.0

DESCRIPTION Examines qualitative methodologies utilized in African-American Studies.

AAS 6015 Methods in African American Oral History Prerequisites: Must be a graduate student with a sharp focus on research and writing

CREDIT HOURS 3.0

DESCRIPTION This graduate seminar explores the using interviews as a research tool in the writing of African American history and culture. Oral narrative can amplify historical accounts with personal connections, motivations, and other information. Moreover the process of doing interviews often helps scholars find references or documents not yet deposited in archives.

AAS 6016 Critical pedagogy and African American Education

CREDIT HOURS 3.0

PREREQUISITES Completion of AAS 6000 and AAS 6005 with a grade of B or better

DESCRIPTION This course will explore the principles and practices of critical pedagogy theory as it has developed both internationally and in the United States, with a focus on application in the historical and current education in the African American community and what it means to teach for freedom.

AAS 6020 African-American Social Movements

CREDIT HOURS 3.0

DESCRIPTION An examination of the causes, process and impact of African-American Social Movements.

AAS 6022 The New African American Urban History and the Intervention of the Black Southern Diaspora

CREDIT HOURS 3.0

PREREQUISITES Must be a graduate student with a sharp focus on research and writing

DESCRIPTION This graduate course seeks to explore the trends, tensions, and shifts that have emerged in how we study African Americans in urban spaces. It will introduce students to the historiographical literature, main themes, methodological approaches and techniques, questions, and historical interpretations to the urban experiences of African Americans.

AAS 6025 Seminar in African-American History

CREDIT HOURS 4.0

DESCRIPTION (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 in African-American Women's History

CREDIT HOURS 4.0

DESCRIPTION Explores the diversity in African-American ideologies, movement, class and gender with respect to African-American women.

AAS 6027 Seminar in Southern Black Freedom Struggle

CREDIT HOURS 4.0

DESCRIPTION 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 6032 African-American Masculinity

CREDIT HOURS 3.0

DESCRIPTION An analysis of the social construction of Black Masculinity.

AAS 6042 Diversity and Aging (Same as Gero 8124 and Soci 8124.) A broad overview of aging within the framework of race and ethnicity in American society

CREDIT HOURS 3.0

DESCRIPTION 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 6050 African Social Movements

CREDIT HOURS 3.0

DESCRIPTION An examination of selected social movements in Africa from the end of the 19th century to present.

AAS 6052 Africana Women and Socio Political Change

CREDIT HOURS 3.0

DESCRIPTION An examination of gender and power relationships in the Africana World.

AAS 6056 Geography of Africa

CREDIT HOURS 3.0

DESCRIPTION (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 6065 Black Visual Representation

CREDIT HOURS 3.0

DESCRIPTION The Iconography of the African Diaspora. This course will use interdisciplinary methods to study racialized iconic figures, the production of their images, and their impact across the world.

AAS 6073 19th Century African-American Literature

CREDIT HOURS 3.0

DESCRIPTION (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 Century African-American Literature

CREDIT HOURS 3.0

DESCRIPTION (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 6080 The Black Arts Movement

CREDIT HOURS 3.0

DESCRIPTION Examines the Black Arts Movement in its many manifestations including music, literature, theater, and the graphic arts of the period.

AAS 6090 African-American Religion

CREDIT HOURS 3.0

DESCRIPTION (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 6095 Race, Class and Gender in Contemporary South Africa

CREDIT HOURS 3.0

DESCRIPTION (Same as AAS 4975.) In this course students learn how class, gender and racial categories have impacted the lives of South Africans.

AAS 6999 Directed Readings

CREDIT HOURS 1.0 - 9.0

DESCRIPTION A student must have a GPA of 3.0 to be eligible for directed readings.

AAS 8980 Non-Thesis Research

CREDIT HOURS 1.0 - 15.0

DESCRIPTION

AAS 8999 Thesis Research in African-American Studies

CREDIT HOURS 1.0 - 9.0

DESCRIPTION Faculty supervision and guidance of student thesis research.

MSA 8000 Consumer and Managerial Decision Making

CREDIT HOURS 3.0

DESCRIPTION Prequisites: ECON 2105 AND ECON 2106 or MBA 7035. This course presents a microeconomic framework of consumer and managerial decisions from which analytically informed strategies can be developed. The first part presents a model of consumer preferences and how individuals make purchasing choices for products or services. Topics include preferences and utility theory, demand analysis, and the impact uncertainty and incomplete information have on consumer decisions. The second part extends the theory of individual choice to corporate managerial decision-making. Topics covered include risk and return analysis, cost of capital, project selection, and capital budgeting techniques. Illustrative applications using large data will be included as necessary.

MSA 8005 Mathematical Foundations for Analytics

CREDIT HOURS 1.0 - 3.0

REQUIREMENTS Permission from instructor

DESCRIPTION CSP's: 1, 2, 7. This is an introductory and review course on calculus, linear algebra, and probability foundations, which provides the mathematical basics for MSA students. The course covers a variety of topics including functions, limits, derivatives, integrals with single and multiple variables, and some probability foundations such as measures, expectations, and the central limit theorem. Content will be linked to various topics in other analytics courses such as machine learning, statistics, operations research, and econometrics.

MSA 8010 Data Programming for Analytic

CREDIT HOURS 3.0

PREREQUISITES MRM 8000

DESCRIPTION This course builds upon the student's foundation of programming principles through the introduction of application programming for data analysis. Major areas covered include inheritance and polymorphism, common programming data structures, and file and database access. Students will implement data analysis applications, which will be evaluated according to advanced programming principles. The programming language will be noted in the course listing for each semester.

MSA 8050 Unstructured Data Management

CREDIT HOURS 3.0

PREREQUISITES CIS 8040

DESCRIPTION This course addresses the unstructured data management skills needed for modern data analysis including those salient to big data and real-time data environments. The focus is on unstructured data and its environment. Unstructured data includes web data (blogs, text), user generated content, social media, location-aware data, and digital media among others. Topics covered include extraction methods for real time audio and video data, data capture, cleaning, representation, storage, queries, manipulation, and real-time data management. Also included as they apply to unstructured data environment are data security, governance, and visualization. Students will learn natural language processing and geo-spatial analytical tools.

MSA 8100 Operations Research Models and Methods

CREDIT HOURS 3.0

PREREQUISITES MSA 8190 or MRM 8000

DESCRIPTION The focus of this course is operations research (OR) as a discipline of applying advanced analytical methods to help make better business decisions. It introduces formulation, solution techniques, and sensitivity analysis for optimization problems that include linear, integer, network flow, non-linear and dynamic programs such as traditional LP/ILP/MILP models, transportation and network models. Students are exposed to multidisciplinary applications from areas including but not limited to logistics, manufacturing, transportation, marketing, project management, health care, urban planning, and finance. Students use software packages to solve linear, integer, and network problems.

MSA 8150 Machine Learning for Analytic

CREDIT HOURS 3.0

PREREQUISITES MSA 8010

DESCRIPTION The course will cover theory, methods, and tools for automated inference from data. This introductory course will include (1) supervised learning, (2) unsupervised learning methods, (3) graphical structure models, and (4) deep learning. The course will prepare students in the fundamentals of machine learning, as well as provide practical skills in applying current software tools to machine inference from large data sets.

MSA 8190 Statistical Foundations for Analytics

CREDIT HOURS 3.0

PREREQUISITES None

DESCRIPTION The course covers basic probability and mathematical statistical theory, and provides a basic introduction to linear models, with an eye on application. The course starts with a primer on linear algebra, discussing the solution of linear equation systems, the rank of a matrix, determinants, eigenanalysis, and diagonalization; and basic probability theory, including probability spaces, dependence, random variables, (conditional) expectations, and sampling. It continues with the introduction of discrete and continuous distributions, and basic statistical theory of estimation and inference. Topics include consistency, unbiasedness, efficiency, maximum likelihood estimation, central limit theorem, confidence intervals, and hypothesis testing.

MSA 8200 Econometric Modeling for Analytics

CREDIT HOURS 3.0

PREREQUISITES MSA 8190 or consent of the instructor

DESCRIPTION This course introduces students to econometric methods used in business analytics with a focus on real-world applications and datasets. The course covers two primary topics: econometric methods for panel data including how to account for basic heterogeneity effects; the most important models used for the analysis of time series including estimation and inference methods for univariate and vector auto-regressive models. After discussing these models in the classical context, the course revisits them using Bayesian methods with a focus on issues of parameter and model uncertainty. The course closes with a discussion of state-space models and Kalman filtering.

MSA 8300 Value Through Analytics: Model Deployment and Life Cycle Mgmt

CREDIT HOURS 3.0

PREREQUISITES MGS 8040

DESCRIPTION This course serves as a practicum to apply aspects of the life cycle of a predictive model with real data. Students review all phases of the cycle to identify the need for models based on the business situation, define the appropriate inputs to the model, identify sources of data, and prepare data for modeling. They develop and validate the model, and discuss strategies for deployment. They develop and put in place processes for testing and monitoring the quality of the models to ensure optimal performance. Champion/challenger strategies and standardized as well as custom monitoring reports are discussed. As models degrade over time, strategies for updating and replacing models and assessing the business benefit over time will be addressed to complete the model life cycle.

MSA 8389 Directed Readings in Analytics

CREDIT HOURS 1.0 - 3.0

PREREQUISITES Consent of the adviser, good academic standing and open to MSA students only

DESCRIPTION The directed readings is a supervised research culminating in a term paper or a short thesis. Students are responsible for choosing their directed readings topic and presenting a plan of study with deliverables to be approved by their academic advisor.

MSA 8391 Analytics Field Study

CREDIT HOURS 1.0 - 3.0

PREREQUISITES Consent of the adviser, good academic standing

DESCRIPTION open to MSA majors only. The field study is a supervised practical application experience, an internship, or consulting experience, culminating in a term paper or thesis. It provides students the opportunity to learn and apply analytics project skills in a complex and professional setting. Students are responsible for choosing their field study topic and presenting a plan of study to be approved by their academic advisor.

ANTH 6020 Anthropological Theory

CREDIT HOURS 4.0

PREREQUISITES ANTH 2020 or consent of instructor

DESCRIPTION Historical treatment of the major theoretical trends in anthropology.

ANTH 6040 Race, Class, and Gender in Global Perspective

CREDIT HOURS 3.0

DESCRIPTION Exploration of the various ways that perceptions and designations of race, class, and gender intersect with each other and shape the human experience. This includes an analysis how categories of class, ethnicity, and gender affect daily life for people in multiethnic, stratified societies, particularly in terms of how inequities of access to wealth, power, and resources have emerged on global and local levels. Structural violence is an important theme of many of the readings in the class. The idea of race as a social construct rather than a biological phenomenon is another key topic. We will examine how gender identity and gender roles are shaped by culture. Globalization and immigration, and their relationship to gender, race, and class, are foci of the latter part of the course.

ANTH 6060 Environmental Anthropology

CREDIT HOURS 3.0

PREREQUISITES ANTH 1102, ANTH 2010, ANTH 2020, or ANTH 2030 with grade of C or higher, or consent of instructor

DESCRIPTION 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 and Material Culture

CREDIT HOURS 3.0

PREREQUISITES ANTH 2020 or consent of instructor

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 and Emotion

CREDIT HOURS 3.0

PREREQUISITES ANTH 2020 or consent of instructor

DESCRIPTION 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 HOURS 4.0

DESCRIPTION Representations of modernity in postcolonial and metropolitan nation-states. National identities and their articulation with gender, race, and class.

ANTH 6114 Language and Social Justice

CREDIT HOURS 4.0

DESCRIPTION This course focuses on the linguistic anthropological study of inequality and questions of social justice that arise. From the work of translation in institutional settings that often falls to bilingual children of immigrants to the marked evaluation of African-American English, students will explore how language is integral in processes of exclusion, stigma, and oppression.

ANTH 6140 European Prehistory

CREDIT HOURS 3.0

PREREQUISITES ANTH 2030 or consent of instructor

DESCRIPTION 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 6150 Museum Anthropology

CREDIT HOURS 3.0

PREREQUISITES Grade of B or higher in ANTH 2010, ANTH 2020, or ANTH 2030

DESCRIPTION Museums provide a critical intersection between academic research and the public. This course critiques the mission of museums in a global world and explores how knowledge is conveyed through objects, and how museums can disseminate complex ideas to diverse audiences in accessible and inclusive ways. This course considers the role of museums in identity construction at local, national, and supra-national levels. 3.00 Credit hours.

ANTH 6160 Archaeology of South America

CREDIT HOURS 3.0

DESCRIPTION Students utilize evidence from archaeology to learn about the major cultural groups of the pre-Hispanic Andes beginning with the earliest known human occupations more than 10,000 years ago and ending with the Colonial Period following Spanish conquest of the Inca Empire in the mid-16th Century.

ANTH 6170 Mesoamerican Archaeology

CREDIT HOURS 3.0

PREREQUISITES ANTH 2030 or consent of instructor

DESCRIPTION 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 United States

CREDIT HOURS 4.0

PREREQUISITES ANTH 2030 or consent of the instructor

DESCRIPTION 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 Practice and the Public

CREDIT HOURS 3.0

PREREQUISITES ANTH 2030 or consent of instructor

DESCRIPTION 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 HOURS 4.0

PREREQUISITES ANTH 2020 or consent of the instructor

DESCRIPTION Urban space and social stratification; theories of space, place, and identity; the city in the social imaginiary.

ANTH 6210 The Anthropology of Europe

CREDIT HOURS 3.0

DESCRIPTION Cross-listed with ANTH 4210. This course exposes students to ethnographic research among peoples of Europe, with a focus on Mediterranean Europe, particularly Portugal, Italy, Greece, and Spain (PIGS) as member states of the European Union (EU), and as nations in crisis.

ANTH 6240 Food: History, Ecology, and Political Economy

CREDIT HOURS 3.0

PREREQUISITES ANTH 2010 or ANTH 2020, or instructor's consent

DESCRIPTION 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 HOURS 3.0

DESCRIPTION Principles and mechanisms of hominid evolution.

ANTH 6310 Human Variation

CREDIT HOURS 4.0

PREREQUISITES ANTH 1102 or ANTH 2010 or consent of instructor

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 Anthropology

CREDIT HOURS 3.0

PREREQUISITES Limited to graduate students

DESCRIPTION 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 6360 Methods and Theories in Biological Anthropology

CREDIT HOURS 3.0

PREREQUISITES ANTH 2010 or consent of the instructor

DESCRIPTION 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 HOURS 3.0

PREREQUISITES ANTH 2010 or consent of instructor

DESCRIPTION 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 HOURS 3.0

PREREQUISITES ANTH 1102, ANTH 2010 or ANTH 2030 or consent of the instructor

DESCRIPTION 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 in Ethnographic Perspective

CREDIT HOURS 3.0

PREREQUISITES ANTH 2020 or consent of the instructor

DESCRIPTION (Same as WGSS 6210.) 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 6460 Health and Culture

CREDIT HOURS 4.0

PREREQUISITES ANTH 2020 or consent of the instructor

DESCRIPTION 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 HOURS 4.0

PREREQUISITES ANTH 2020 or consent of instructor

DESCRIPTION (Same as WGSS 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 HOURS 4.0

PREREQUISITES ANTH 2020 with grade of C or higher or consent of instructor

DESCRIPTION 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 The Anthropology of Globalization

CREDIT HOURS 4.0

PREREQUISITES ANTH 2020 with grade of C or higher

DESCRIPTION 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 HOURS 4.0

PREREQUISITES ANTH 2020 or consent of instructor

DESCRIPTION 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 6530 The Archaeology of Ancient Cities

CREDIT HOURS 3.0

DESCRIPTION Cross-listed (undergraduate section: ANTH 4530) Target Student Groups: Anthropology Majors and Graduate Students. Summary of course activities/topics: This course provides an archaeological perspective to help us better understand the historical trajectory of cities cross-culturally. Through critical evaluation of archaeological research on ancient cities, students will come to understand the dramatic impact of cities on human populations across the globe.

ANTH 6550 Field School in Anthropology

CREDIT HOURS 4.0 - 8.0

PREREQUISITES consent of the instructor

DESCRIPTION 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 Anthropology

CREDIT HOURS 4.0 - 8.0

PREREQUISITES ANTH 4550 or consent of instructor

DESCRIPTION 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 HOURS 4.0

PREREQUISITES ANTH 2030 or consent of the instructor

DESCRIPTION Data recovery techniques, analytic methods, and theoretical concepts. Experience with archaeological materials.

ANTH 6600 Archaeological Theory

CREDIT HOURS 4.0

PREREQUISITES ANTH 2030 with grade of C or higher or consent of instructor

DESCRIPTION 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 Research Methods in Sociocultural Anthropology

CREDIT HOURS 3.0

PREREQUISITES ANTH 2020 with grade of C or higher

DESCRIPTION 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 Exchange and Non-GSU Study Abroad

CREDIT HOURS 3.0 - 9.0

PREREQUISITES Permission of faculty member in the Department of Anthropology at GSU

DESCRIPTION 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 HOURS 1.0 - 3.0

PREREQUISITES ANTH 2020 or consent of the instructor

DESCRIPTION May be repeated if topics are different.

ANTH 8000 Anthropological Theory and Praxis

CREDIT HOURS 3.0

PREREQUISITES consent of the instructor

DESCRIPTION Principal intellectual trends and debates in historical and contemporary anthropological thought and praxis. Emphasis on demonstrating the manifold interconnections, and erasing the conceptual divides, between academic and applied anthropology.

ANTH 8010 Qualitative Methods in Anthropology

CREDIT HOURS 3.0

DESCRIPTION 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 Graduate Professionalization Seminar

CREDIT HOURS 1.0

PREREQUISITES Limited to graduate students in Anthropology unless otherwise permitted by instructor

DESCRIPTION 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 HOURS 3.0

PREREQUISITES ANTH 8000

DESCRIPTION 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 HOURS 3.0

PREREQUISITES consent of instructor

DESCRIPTION Advanced topics in anthropology that vary each offering; may be taken more than once when topics differ.

ANTH 8050 Seminar in Applied Anthropology

CREDIT HOURS 3.0

PREREQUISITES consent of the instructor

DESCRIPTION Advanced topics in applied anthropology. May be repeated if topics vary.

ANTH 8060 Writing Seminar in Anthropology

CREDIT HOURS 3.0

DESCRIPTION This course is to support third semester MA students in the process of taking comps and to assist graduating students as they write their MA thesis and practicum papers.

ANTH 8065 Non-thesis research

CREDIT HOURS 1.0 - 15.0

DESCRIPTION For graduate lab assistant (GLA) or graduate research assistant (GRA) students only.

ANTH 8070 Museum Experience

CREDIT HOURS 3.0

PREREQUISITES Consent of instructor

DESCRIPTION This course will provide students with a critical understanding of museum exhibits and/or museum collections through fieldwork, data collection or observations and may involve collections housed at Georgia State University or elsewhere to provide hands-on experience, anthropological insights and professional skills concerning the reproduction of knowledge for public education.

ANTH 8240 Public Archaeology

CREDIT HOURS 3.0

PREREQUISITES consent of the instructor

DESCRIPTION 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 HOURS 3.0 - 9.0

DESCRIPTION Independent Study.

ANTH 8910 Internship

CREDIT HOURS 3.0 - 9.0

DESCRIPTION

ANTH 8990 Research Practicum

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 1.0 - 9.0

DESCRIPTION

AL 6121 Historical Linguistics

CREDIT HOURS 3.0

PREREQUISITES AL 3021 or FORL 3021 with grade of C or higher, or equivalent

DESCRIPTION Comprehensive introduction to historical and comparative linguistics with a focus on causes and mechanisms of language change over time.

AL 6131 Bilingualism

CREDIT HOURS 3.0

DESCRIPTION Comprehensive introduction to the phenomena, role, and function of bilingualism in the contemporary world with special emphasis on North America.

AL 8240 General Linguistics

CREDIT HOURS 3.0

DESCRIPTION An introduction to linguistic theory focusing on subtopics of particular relevance to language teachers: phonetics, phonology, morphology, syntax, and semantics.

AL 8250 Second Language Acquisition

CREDIT HOURS 3.0

DESCRIPTION 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 Selected Topics in Applied Linguistics

CREDIT HOURS 3.0

DESCRIPTION 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 The Sound System of English

CREDIT HOURS 3.0

DESCRIPTION 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 Communication

CREDIT HOURS 3.0

DESCRIPTION An overview of intercultural communication, including cultural differences in pedagogy and the role of culture in second language acquisition.

AL 8400 Preparation for Undergraduate Teaching

CREDIT HOURS 3.0

DESCRIPTION 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 8410 International Internship

CREDIT HOURS 1.0 - 6.0

PREREQUISITES One full semester of graduate work in the Department of Applied Linguistics and approval from a faculty member

DESCRIPTION This course provides an opportunity for graduate students in applied linguistics to participate in international activities under the supervision of a GSU faculty member. Students will gain occupational skills through hands-on experience and apply second language acquisition theory and pedagogical training to real-world situations. Students will also learn experientially about intercultural communication. These credit hours are in addition to other requirements of the MA Degree.

AL 8450 Approaches to Teaching Second/Foreign Languages

CREDIT HOURS 3.0

DESCRIPTION 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 English Grammar for ESL/EFL Teachers

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 Practices in Teaching English as a Second or Foreign Language

CREDIT HOURS 3.0

DESCRIPTION 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 8520 Psycholinguistics

CREDIT HOURS 3.0

DESCRIPTION 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 Issues in Second Language Writing

CREDIT HOURS 3.0

DESCRIPTION (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 Language Evaluation and Assessment

CREDIT HOURS 3.0

DESCRIPTION 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 Language Reading-Writing Relationships

CREDIT HOURS 3.0

DESCRIPTION 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 Supervision in the Teaching of English as a Second Language to Adults

CREDIT HOURS 3.0

DESCRIPTION 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 and Language Teaching

CREDIT HOURS 3.0

DESCRIPTION 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 English for Specific Purposes (ESP)

CREDIT HOURS 3.0

DESCRIPTION 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 Materials Design, Development and Publication

CREDIT HOURS 3.0

DESCRIPTION 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 in Applied Linguistics

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 Discourse Analysis for Language Teachers

CREDIT HOURS 3.0

DESCRIPTION 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 in Teaching English to Speakers of Other Languages

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 1.0 - 3.0

DESCRIPTION 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 for Graduate Research Assistants

CREDIT HOURS 3.0

DESCRIPTION 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 Graduate Laboratory Assistants

CREDIT HOURS 3.0

DESCRIPTION Supervised work as a graduate laboratory assistant. Required of all GLA's in the department. Does not count toward degree.

AL 8940 Teaching Apprenticeship for Graduate Teaching Assistants

CREDIT HOURS 3.0

DESCRIPTION In-service teacher training for GTA's. Required for all GTA's in the department. Does not count toward degree requirements.

AL 8950 Developing MA Portfolio

CREDIT HOURS 3.0

DESCRIPTION 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 and Professional Socialization for Applied Linguistics

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

PREREQUISITES AL 8710

DESCRIPTION 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 HOURS 3.0

PREREQUISITES AL 8710

DESCRIPTION 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 HOURS 3.0

PREREQUISITES AL 8960 and AL 8961, or permission of instructor

DESCRIPTION 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 Current Issues in Linguistic Analysis

CREDIT HOURS 3.0

PREREQUISITES AL 8240

DESCRIPTION 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 Seminar in Language and Cognition

CREDIT HOURS 3.0

PREREQUISITES consent of instructor

DESCRIPTION In-depth investigation of current research in a language-and-cognition-related topic such as psycholinguistics or the second language lexicon. Course may be repeated if topic varies. Course is for doctoral and advanced MA students.

AL 8977 Seminar in Sociolinguistics

CREDIT HOURS 3.0

PREREQUISITES consent of instructor

DESCRIPTION In-depth investigation of a topic related to sociolinguistics, such as language attitudes or language policy and planning. May be repeated if topics vary. Course is for doctoral and advanced MA students.

AL 8978 Seminar in Discourse Analysis

CREDIT HOURS 3.0

PREREQUISITES consent of instructor

DESCRIPTION In-depth investigation of a topic related to discourse analysis, such as academic discourse analysis, critical discourse analysis, conversation analysis, formulaic language, or genre theory. May be repeated if topics vary. Course is for doctoral and advanced MA students.

AL 8980 Current Issues in Adult Second Language Acquisition

CREDIT HOURS 3.0

PREREQUISITES AL 8250

DESCRIPTION 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 8981 Seminar in Second and Foreign Language Pedagogy

CREDIT HOURS 3.0

PREREQUISITES consent of instructor

DESCRIPTION In-depth investigation of a topic related to second and/or foreign language pedagogy, such as task-based language learning and assessment, L2 pronunciation, or critical pedagogy. May be repeated if topics vary. Course is for doctoral and advanced MA students.

AL 8982 Seminar in Second Language Acquisition

CREDIT HOURS 3.0

PREREQUISITES consent of instructor

DESCRIPTION In-depth investigation of a topic related to second language acquisition. May be repeated if topics vary. Course is for doctoral and advanced MA students.

AL 8987 Seminar in Second Language Reading, Writing, and Literacy

CREDIT HOURS 3.0

PREREQUISITES consent of instructor

DESCRIPTION In-depth investigation of a topic related to reading, writing, or literacy in a second or foreign language. May be repeated if topics vary. Course is for doctoral and advanced MA students.

AL 8990 Current Issues in Preparation of Second Language Teachers

CREDIT HOURS 3.0

PREREQUISITES AL 8450 or consent of instructor or PhD student status

DESCRIPTION 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 8991 Seminar in Second and Foreign Language Pedagogy

CREDIT HOURS 3.0

PREREQUISITES consent of instructor

DESCRIPTION In-depth investigation of a topic related to second and/or foreign language pedagogy, such as task-based language learning and assessment, L2 pronunciation, or critical pedagogy. May be repeated if topics vary. Course is for doctoral and advanced MA students.

AL 8992 Seminar in Second Language Teacher Development

CREDIT HOURS 3.0

PREREQUISITES AL 8990 or consent of instructor

DESCRIPTION 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 8994 Seminar in Language and Technology

CREDIT HOURS 3.0

PREREQUISITES consent of instructor

DESCRIPTION In-depth investigation of a topic related to language and technology. May be repeated if topics vary. Course is for doctoral and advanced MA students.

AL 8995 Seminar in Second Language Assessment and Evaluation

CREDIT HOURS 3.0

PREREQUISITES consent of instructor

DESCRIPTION In-depth investigation of a topic in assessment. May be repeated if topics vary. Course is for doctoral and advanced MA students.

AL 9800 Selected Topics

CREDIT HOURS 3.0

DESCRIPTION Study of current theory and research in variable topics in Applied Linguistics. Course may be repeated if topic varies.

AL 9900 Research

CREDIT HOURS 3.0 - 6.0

DESCRIPTION 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 HOURS 1.0 - 12.0

DESCRIPTION

ART 6100 Pedagogy for Teaching Assistants

CREDIT HOURS 3.0

DESCRIPTION For graduate students in the Welch School of Art and Design only. Develop teaching philosophy, syllabus construction, teaching methods, and creation of a teaching portfolio. Must be taken before a graduate student is eligible to teach in the department. Not for degree credit.

ART 6200 Teaching Practicum in Art and Design

CREDIT HOURS 3.0

PREREQUISITES ART 6100

DESCRIPTION Practical experience in teaching art and design classes by shadowing experienced faculty members.

ART 6300 Research Practicum in Art

CREDIT HOURS 3.0

DESCRIPTION Not for degree credit. Supervised research as an assistant to a faculty member.

ART 6400 Laboratory Practicum in Art

CREDIT HOURS 3.0

DESCRIPTION Not for degree credit. Supervised work as a studio laboratory assistant to an art discipline.

ART 6500 Professional Practices in Art and Design

CREDIT HOURS 3.0

PREREQUISITES Open to graduate students in Art and Design only

DESCRIPTION This course introduces students to both the applied and theoretical aspects of professional practices in the arts.

ART 6600 Thesis Writing in Art and Design

CREDIT HOURS 3.0

PREREQUISITES Graduate status in the School of Art and Design

DESCRIPTION This course introduces graduate students in the School of Art and Design to the mechanics of graduate-level research and writing for MFA and MA theses.

ART 6780 Internship

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

PREREQUISITES MFA status, or permission of area coordinator

DESCRIPTION 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 6980 Directed Study

CREDIT HOURS 1.0 - 6.0

PREREQUISITES consent of instructor and School director

DESCRIPTION Independent studies initiated by the student.

ART 8700 Graduate Research

CREDIT HOURS 1.0 - 15.0

DESCRIPTION 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.

AE 6050 Special Topics in Art Education

CREDIT HOURS 3.0

DESCRIPTION For teachers in elementary school and others not majoring in art education. Lecture, discussion, studio, and field experience.

AE 6200 Art for Preschool through Fifth Grade

CREDIT HOURS 3.0

PREREQUISITES ART 1020, ART 1030, ART 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

DESCRIPTION Curriculum, materials and practicum. Lecture and laboratory.

AE 6300 Art for Middle and Secondary Schools (TE)

CREDIT HOURS 3.0

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)

DESCRIPTION Curriculum materials, methods assessment and observations. Lecture and laboratory.

AE 6400 Media, Technology, and Visual Presentation

CREDIT HOURS 3.0

PREREQUISITES 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)

DESCRIPTION Computer-based educational media, creative applications for technology and visual presentation. Lab Fee $40.00.

AE 6600 Art Education Practicum

CREDIT HOURS 4.0

PREREQUISITES AE 6200, completed with B- or better; 2.5 overall GPA with 3.0 GPA in art courses; passed GACE test or equivalent

DESCRIPTION Cross-listed with AE 4600. 16 hours per week of observations in the school setting with bi-weekly seminars (240 hours of observation per semester). This course is intended for graduate certification Art Education majors.

AE 6750 Student Teaching in Art (TE)

CREDIT HOURS 3.0

PREREQUISITES consent of the instructor

DESCRIPTION Observing, teaching, coordinating, and directing art experiences under the guidance of a supervising teacher.

AE 6760 Student Teaching in Art (TE)

CREDIT HOURS 3.0

PREREQUISITES consent of the instructor

DESCRIPTION Observing, teaching, coordinating, and directing art experiences under the guidance of a supervising teacher.

AE 6770 Student Teaching in Art (TE)

CREDIT HOURS 3.0

PREREQUISITES consent of the instructor

DESCRIPTION Observing, teaching, coordinating, and directing art experiences under the guidance of a supervising teacher.

AE 6780 Student Teaching in Art (TE)

CREDIT HOURS 3.0

PREREQUISITES consent of the instructor

DESCRIPTION Observing, teaching, coordinating, and directing art experiences under the guidance of a supervising teacher.

AE 6785 Internship I

CREDIT HOURS 3.0

PREREQUISITES Successful completion of GACE 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)

DESCRIPTION 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 6786 Internship I Seminar

CREDIT HOURS 3.0

PREREQUISITES GACE or equivalent; 2.5 institutional GPA; 3.0 GPA in all Art and Art History courses; successful completion of AE 6200 with grade of B or higher, or concurrently with consent of instructor; concurrent enrollment in AE 6785

DESCRIPTION Seminar designed to support and extend Internship I through reading, reflective response, creative projects, teaching portfolio and seminar discussion.

AE 6795 Internship II

CREDIT HOURS 3.0

PREREQUISITES GACE 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

DESCRIPTION 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 6796 Internship II Seminar

CREDIT HOURS 3.0

PREREQUISITES GACE or equivalent; 2.5 institutional GPA; 3.0 GPA in all art and art history courses; successful completion of AE 6200 with grade of B or higher, or concurrently with consent of instructor; concurrent enrollment in AE 6795

DESCRIPTION Seminar designed to support and extend AE 6795, Internship II. Responsibilities will include reading, creating instruction resources, teaching portfolio and integrating art into the larger curriculum.

AE 6900 Art Theory and Criticism in Art Education

CREDIT HOURS 3.0

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)

DESCRIPTION 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 HOURS 3.0 - 6.0

PREREQUISITES consent of the instructor

DESCRIPTION Not for students who are art education majors. Individual research. May be repeated for a maximum of twelve hours.

AE 8000 Introduction to Research in Art Education

CREDIT HOURS 3.0

DESCRIPTION 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 and Curriculum

CREDIT HOURS 3.0

PREREQUISITES Certification in art education or consent of the instructor

DESCRIPTION For M.A.Ed. and Ed.S. majors. Visual art curriculum development based on varying philosophies and techniques of creative learning.

AE 8050 Computer Imaging and Instructional Technology

CREDIT HOURS 3.0

PREREQUISITES consent of the instructor

DESCRIPTION For M.A.Ed. Majors and Ed.S. students. Use of the computer in the art room, Internet access, web pages, digital imaging.

AE 8100 Seminar in Art Education

CREDIT HOURS 3.0

PREREQUISITES consent of the instructor

DESCRIPTION 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 Histories, Cultures, and Communities in Art Education

CREDIT HOURS 3.0

PREREQUISITES M.A. Ed

DESCRIPTION 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 8500 Directed Study

CREDIT HOURS 3.0

PREREQUISITES consent of the instructor

DESCRIPTION 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 HOURS 3.0

PREREQUISITES consent of the instructor and school director

DESCRIPTION Contract outlining course content is required. May be repeated for a maximum of six credit hours.

AE 8999 Thesis Research

CREDIT HOURS 1.0 - 6.0

PREREQUISITES Consent of thesis advisor

DESCRIPTION

AH 6000 African Art

CREDIT HOURS 3.0

DESCRIPTION (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 HOURS 3.0

DESCRIPTION (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 and Architecture of Ancient Egypt I: 4000-1600 BC

CREDIT HOURS 3.0

PREREQUISITES AH 1700 or consent of instructor

DESCRIPTION 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 and Architecture of Ancient Egypt II: 1600-31 BC

CREDIT HOURS 3.0

PREREQUISITES ART 1700 or consent of instructor

DESCRIPTION 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 6030 Contemporary African Art

CREDIT HOURS 3.0

PREREQUISITES ART 1850 or AH 4000/6000

DESCRIPTION (Same as AAS 6062.) 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 and Architecture of Ancient Greece

CREDIT HOURS 3.0

DESCRIPTION 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 and Architecture of Ancient Rome

CREDIT HOURS 3.0

DESCRIPTION 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 and Architecture of the Middle Ages

CREDIT HOURS 3.0

DESCRIPTION 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 Northern Europe in the Renaissance Era

CREDIT HOURS 3.0

DESCRIPTION Miniaturistic traditions incorporated into monumental artistic production in Northern Europe during the fifteenth and sixteenth centuries.

AH 6320 Italian Renaissance Art: The Age of Humanism

CREDIT HOURS 3.0

DESCRIPTION Art from the late fourteenth to the sixteenth century. Focus on philosophical and religious underpinnings.

AH 6400 Baroque Art

CREDIT HOURS 3.0

DESCRIPTION Art of seventeenth-century Europe during the age of kings, papal princes, and a new bourgeoisie in the north.

AH 6450 Eighteenth-Century European Art

CREDIT HOURS 3.0

PREREQUISITES AH 1750 with grade of C or higher, or consent of instructor

DESCRIPTION Critical history of the major developments in European art and architecture of the eighteenth century.

AH 6500 Nineteenth-Century European Art

CREDIT HOURS 3.0

PREREQUISITES AH 1750 with grade of C or higher, or consent of instructor

DESCRIPTION Critical history of the major developments in European art and architecture of the nineteenth century.

AH 6600 Modern Architecture

CREDIT HOURS 3.0

DESCRIPTION Critical history of Western architecture from the eighteenth through twenty-first centuries.

AH 6610 Twentieth-Century Painting and Sculpture

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION (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 HOURS 3.0

DESCRIPTION Introduction to the visual culture of the Andes and Mesoamerica before Columbus.

AH 6650 American Art

CREDIT HOURS 3.0

DESCRIPTION American painting, sculpture, photography, and architecture from the Revolutionary War to World War II.

AH 6660 Nineteenth and Twentieth-Century Art in Latin America

CREDIT HOURS 3.0

PREREQUISITES AH 1750 with grade of C or higher, or consent of instructor

DESCRIPTION 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 6670 Art of Japan

CREDIT HOURS 3.0

DESCRIPTION Introduction to the visual arts of Japan, including painting, sculpture, calligraphy, architecture, gardens, prints, ceramics, and other arts, from prehistory to the nineteenth century.

AH 6680 Art of Korea

CREDIT HOURS 3.0

DESCRIPTION Art and visual culture of Korea from the nineteenth century to the contemporary age, treated within a transnational framework, and in relation to the larger domain of modernity, modernism, and postmodernism.

AH 6700 Contemporary Art: Theory and Criticism

CREDIT HOURS 3.0

PREREQUISITES AH 4610 or AH 6610 with grade of C or higher

DESCRIPTION Linguistic bases of description, analysis, and evaluation of contemporary art.

AH 6720 Feminist Issues in Contemporary Art

CREDIT HOURS 3.0

DESCRIPTION Emphasis on feminist analyses of contemporary art and visual culture. 3.000 credit hours.

AH 6750 Women Artists

CREDIT HOURS 3.0

DESCRIPTION A survey of women artists from prehistory to the present.

AH 6800 Special Studies Lecture

CREDIT HOURS 3.0

PREREQUISITES one 1000-level art history course with grade of C or higher

DESCRIPTION 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 HOURS 3.0

PREREQUISITES MA status, or permission of area coordinator

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

PREREQUISITES consent of instructor

DESCRIPTION Open to graduate students in Art History. Internship in a museum, gallery, business or institution providing experience in a career related to the history of art. Internship must be approved by Art History Internship Coordinator in semester before internship begins. May be taken only once.

AH 6950 Curatorial Practicum in Ancient Art

CREDIT HOURS 3.0

PREREQUISITES one 6000-level art history course with grade of C or higher or consent of instructor

DESCRIPTION A seminar that examines the basics of exhibition theory, design and implementation with a focus on ancient art.

AH 6980 Special Problems

CREDIT HOURS 1.0 - 6.0

PREREQUISITES consent of the instructor and School director

DESCRIPTION Independent study.

AH 8010 Methodology and Historiography of Art

CREDIT HOURS 3.0

DESCRIPTION Research skills; methods of art historical investigation, and the history of literature on art.

AH 8999 Thesis Research

CREDIT HOURS 1.0 - 9.0

PREREQUISITES consent of thesis advisor

DESCRIPTION Preparation of thesis and graduate exhibition.

ASTR 6100 Astronomical Techniques and Instrumentation

CREDIT HOURS 3.0

DESCRIPTION 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 6200 Applications in Modern Astronomy

CREDIT HOURS 3.0

DESCRIPTION This course presents an overview of modern astrophysical phenomena with an introduction to astronomical databases, plotting tools, data manipulation and visualization, and numerical analysis techniques. The course will emphasize data-driven problem solving, hands-on computational skills, and critical thinking. Cross-listed with ASTR 4200. Three lecture hours a week.

ASTR 6300 Teaching Astronomy

CREDIT HOURS 2.0

DESCRIPTION Course provides a theoretical and practical foundation for science teaching. Topics include univocal and dialogic discourse, questioning strategies, Blooms taxonomy, mental models, formative assessment and bridging, the resource framework, motivation and cooperative learning, argumentation, metacognition, nature of science, and qualities of effective teachers. Two lecture hours per week.

ASTR 6310 Teaching Astronomy Lab Practicum

CREDIT HOURS 1.0

DESCRIPTION Students will practice teaching astronomy lessons and apply science teaching theories and methods learned in ASTR 6300. One and one half hours per week.

ASTR 7010 Astronomy for Teachers I

CREDIT HOURS 4.0

DESCRIPTION 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 HOURS 4.0

PREREQUISITES ASTR 7010 with grade of C or higher

DESCRIPTION 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 Directed Study in Astronomy for Teachers

CREDIT HOURS 1.0 - 4.0

DESCRIPTION Areas of study and credit to be determined by the department.

ASTR 8000 Stellar Atmospheres and Spectroscopy

CREDIT HOURS 4.0

DESCRIPTION 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. Topics include extended atmospheres, deviations from local thermodynamical equilibrium, determination of chemical abundances in stars, and the analysis of atmospheric motions. Four lecture hours a week.

ASTR 8100 Stellar Structure and Evolution

CREDIT HOURS 4.0

DESCRIPTION The concepts of thermodynamics, hydrostatics, energy transport, and nuclear energy generation are developed to understand the structures of stars. Time-dependent versions of these relations are then used to understand star formation, stellar evolution, red giants, white dwarfs, and supernovae. Four lecture hours a week.

ASTR 8120 Plasma Physics and Magnetohydrodynamics

CREDIT HOURS 3.0

PREREQUISITES PHYS 8100 and PHYS 8110 with grades of B- or higher

DESCRIPTION This course provides an introduction to the physics of plasmas, with an emphasis on developing a physical understanding of the non-intuitive nature of plasmas, and acquiring the basic techniques required for carrying out research in plasma physics.

ASTR 8150 Computational Methods for Physics and Astronomy

CREDIT HOURS 3.0

DESCRIPTION Some prior programming experience is expected. Solving astronomical problems using modern numerical methods, with a practical "hands-on" approach to code-writing. A wide range of subjects will be covered including numerical analysis (integration, differentiation, differential equations), error analysis (error propagation, bootstrapping), modeling and fitting (maximum likelihood, maximum a posteriori), time series analysis (correlations, Fourier transforms, principal component decomposition, wavelets), optimization (root finding, minimization engines), image processing (filtering, registration and comparison, inverse methods) and parallel programming.

ASTR 8200 Galactic Structure

CREDIT HOURS 3.0

DESCRIPTION Three lecture hours a week. Structure, kinematics, and dynamics of the Milky Way Galaxy and its various components.

ASTR 8300 The Interstellar Medium

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION Three lecture hours a week. Observed distribution and properties of normal galaxies, active galaxies, and quasars; introduction to cosmology.

ASTR 8700 Observational Cosmology

CREDIT HOURS 4.0

DESCRIPTION Standard Big Bang model of the universe with emphasis on observational evidence and constraints on cosmological parameters. Expansion history, primordial nucleosynthesis, cosmic microwave background, inflation, structure formation, dark matter and dark energy. Four lecture hours a week.

ASTR 8710 Research Topics in Astronomy

CREDIT HOURS 1.0 - 15.0

DESCRIPTION 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 HOURS 3.0

PREREQUISITES consent of the instructor

DESCRIPTION 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 HOURS 3.0

PREREQUISITES ASTR 6000 or equivalent

DESCRIPTION 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 HOURS 1.0 - 3.0

PREREQUISITES departmental consent

DESCRIPTION Discussion of current research in astronomy. May be repeated for no more than three total credit hours.

ASTR 8910 Directed Study in Astronomy

CREDIT HOURS 1.0 - 6.0

DESCRIPTION Area of study and credit to be determined by the department. May include attendance and participation in seminars, colloquia, or other departmental scientific activities.

ASTR 9999 Doctoral Dissertation Research

CREDIT HOURS 1.0 - 15.0

DESCRIPTION

BIOL 6010 Mathematical Biology

CREDIT HOURS 3.0

PREREQUISITES MATH 2212 or MATH 1220

DESCRIPTION (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 HOURS 4.0

PREREQUISITES Geol 1122K, or consent of instructor

DESCRIPTION (Same as Geol 6011.) Three lecture and three laboratory hours a week. An introduction to the principles of paleontology including taphonomy, taxonomy, evolution, and extinction by examination of the fossil record. Study of commonly preserved organisms and their use in paleoecology, paleoenvironmental reconstruction, biostratigraphic correlation, and conservation paleobiology will be stressed as well.

BIOL 6014K Invertebrate Biology

CREDIT HOURS 4.0

PREREQUISITES BIOL 3840 and BIOL 3850, or equivalent course work

DESCRIPTION Three lecture and three laboratory hours a week. Structure, function, distribution, and taxonomic relationship of invertebrate animals.

BIOL 6015 Vertebrate Biology

CREDIT HOURS 4.0

PREREQUISITES BIOL 3840 and BIOL 3850, or equivalent course work

DESCRIPTION Three lecture and three laboratory hours a week. Diversity, taxonomy, structure, function, distribution, and ecology of living and extinct vertebrates.

BIOL 6040 Neuroethology

CREDIT HOURS 4.0

PREREQUISITES NEUR 3000 or BIOL 4102, or equivalent, with a grade of C or higher

DESCRIPTION Four lecture hours per week. (Same as NEUR 6040). 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. 4.00 credit hours.

BIOL 6045K General Ecology

CREDIT HOURS 4.0

PREREQUISITES BIOL 3840 or equivalent

DESCRIPTION BIOL 3820 recommended. Three lecture and three laboratory hours a week. Principles governing distribution and abundance of organisms and their interaction.

BIOL 6050 The Natural Environment of Georgia

CREDIT HOURS 4.0

PREREQUISITES BIOL 1104K or BIOL 2108K with grade of C or higher, and Geog 1113 or equivalent, or consent of instructor

DESCRIPTION (Same as Geog 6050.) Three lecture hours a week with a one day weekend lab every other weekend. Georgia is a state with great a diversity of natural communities, in large part because of the many different landscapes present in the state. Through readings, discussions, tests, field outings, projects and in-class exercises, students will become familiar with the principles involved in the structure and function of Georgia's dwindling, but diverse, ecosystems. There will be an emphasis on plant communities and the physical environment, but animal communities and landscape management strategies will also be covered. Locations, diversity, and plant indicator species (especially trees) will be examined in the classroom and in the field, and experiential learning is emphasized.

BIOL 6074 Developmental Biology

CREDIT HOURS 4.0

PREREQUISITES BIOL 3840 and BIOL 3900, or equivalents

DESCRIPTION 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 HOURS 4.0

PREREQUISITES BIOL 3800 or equivalent

DESCRIPTION (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 HOURS 4.0

PREREQUISITES BIOL 3800 and BIOL 3840, or equivalents

DESCRIPTION (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 HOURS 4.0

PREREQUISITES BIOL 3840 or equivalent

DESCRIPTION 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 6115 Medical Neuroanatomy

CREDIT HOURS 4.0

PREREQUISITES BIOL 3840 or equivalent

DESCRIPTION Four lecture hours per week. Human brain and spinal cord functional neuroanatomy and associated pathologies. Master's students only.

BIOL 6232 Cell Cycle and Cancer

CREDIT HOURS 4.0

PREREQUISITES BIOL 3800 with a C or better

DESCRIPTION Four lecture hours a week. This course discusses the cell cycle, and how misregulation of this well-orchestrated process results in cancer. Current research in cell cycle and cancer biology will be utilized to stimulate critical thinking and communication about the complex biological processes that go awry in cancer and form the basis for intervention with chemotherapeutic drugs.

BIOL 6240 Endocrinology

CREDIT HOURS 4.0

PREREQUISITES CHEM 6600 or equivalent

DESCRIPTION (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 HOURS 4.0

PREREQUISITES BIOL 3840 or equivalent

DESCRIPTION (Same 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 6246 Advanced Human Physiology

CREDIT HOURS 4.0

PREREQUISITES BIOL 2240 or BIOL 3240, and BIOL 3800 with grades of C or higher, or equivalents

DESCRIPTION The circulatory, respiratory, gastrointestinal, and renal physiological systems will be emphasized.

BIOL 6248 Cell Physiology

CREDIT HOURS 4.0

PREREQUISITES BIOL 3840, BIOL 3880, BIOL 3900, and CHEM 3410, or equivalents

DESCRIPTION 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 HOURS 4.0

PREREQUISITES BIOL 3880 and BIOL 3900, or equivalent

DESCRIPTION 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 HOURS 4.0

PREREQUISITES BIOL 3880 and BIOL 3900 with grades of C or higher, or equivalent course work

DESCRIPTION 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 6284 Medical Biochemistry in Health and Disease

CREDIT HOURS 4.0

PREREQUISITES CHEM 6600 with a B or better

DESCRIPTION Overview of principles of biochemistry and metabolism at both the cellular and whole body level under normal physiological conditions in maintaining physical and mental health and in various disease states. These include exercising, starvation, trauma, infection, pregnancy, aging-related mental illness, obesity, diabetes, cardiovascular diseases and cance. Four lecture hours a week. Crosslisted with BIOL 4284.

BIOL 6428 Medical Microbiology

CREDIT HOURS 4.0

PREREQUISITES BIOL 3880 or equivalent course work

DESCRIPTION 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/Systematics

CREDIT HOURS 4.0

PREREQUISITES BIOL 3880 or equivalent course work

DESCRIPTION Four lecture hours per week. Diversity and systematics of selected groups of bacteria and yeasts.

BIOL 6438 Applied Microbiology

CREDIT HOURS 4.0

DESCRIPTION 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 In Biotechnology

CREDIT HOURS 5.0

PREREQUISITES consent of instructor and biotechnology committe

DESCRIPTION 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 6451 Aquatic Pollution and Toxicology

CREDIT HOURS 4.0

PREREQUISITES BIOL 2108K, CHEM 1212K

DESCRIPTION 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 and Metabolism

CREDIT HOURS 4.0

PREREQUISITES BIOL 3880 and CHEM 2400, or equivalent course work

DESCRIPTION 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 HOURS 4.0

DESCRIPTION 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 HOURS 4.0

PREREQUISITES BIOL 2108K or equivalent

DESCRIPTION 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 Laboratory Techniques in Applied and Environmental Microbiology

CREDIT HOURS 4.0

PREREQUISITES BIOL 3880, BIOL 3890, or equivalent; BIOL 4438 and BIOL 4458

DESCRIPTION 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 HOURS 4.0

PREREQUISITES BIOL 3900 or equivalent

DESCRIPTION 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 6545 Bioethics and Biotechnology

CREDIT HOURS 4.0

PREREQUISITES BIOL 3900 with a C or higher, or equivalent

DESCRIPTION Four lecture hours a week. Ethical issues raised by recent advances in biotechnology, genomics, and other areas of molecular genetics and cell biology. Specific topics include: eugenics; molecular, cellular and organismal cloning; personalized medicine; stem cell research; the genetics of behavior; and the role of epigenetics in the nature vs. nurture debate.

BIOL 6564 Advanced Genetics

CREDIT HOURS 4.0

PREREQUISITES BIOL 3900 or equivalent

DESCRIPTION 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 HOURS 4.0

PREREQUISITES BIOL 3900

DESCRIPTION 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 HOURS 4.0

PREREQUISITES BIOL 3880 and BIOL 3900, or equivalent course work

DESCRIPTION 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 HOURS 4.0

DESCRIPTION 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 HOURS 4.0

PREREQUISITES BIOL 3880 and BIOL 3900, or equivalent course work

DESCRIPTION Four lecture hours a week. This course integrates material from pathogenic microbiology, molecular biology and immunology into an overview of bacterium-host interactions including bacterial attributes, virulence factors and several paradigms of bacterial-host interactions focusing on molecular and genetic approaches.

BIOL 6595 Microbial Physiology and Genetics

CREDIT HOURS 4.0

PREREQUISITES BIOL 3880 and BIOL 3900, or equivalent course work

DESCRIPTION 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 6630 Enzymology

CREDIT HOURS 3.0

PREREQUISITES one year of organic chemistry (CHEM 3410) and one semester of biochemistry (CHEM 6600)

DESCRIPTION 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 HOURS 4.0

PREREQUISITES BIOL 3800 or written approval of instructor

DESCRIPTION (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 HOURS 4.0

PREREQUISITES Geog 1112, BIOL 1104K, or BIOL 2108K with grade of B or higher, or consent of instructor

DESCRIPTION (Same as Geog 6648.) Spatial variations, processes, and environmental constraints influencing distribution of life.

BIOL 6670 Principles and Techniques of Practical Biochemistry

CREDIT HOURS 3.0

PREREQUISITES One semester of biochemistry (CHEM 4600/6600) with grade of B or higher, or equivalents

DESCRIPTION (Same as CHEM 4670). A comprehensive and integrated review of principles and modern techniques found in day-to-day biochemical research laboratories. Topics include, but are not limited to: general principles of biochemical investigations, molecular biology and basic techniques, molecular cloning and gene analysis, protein structure, purification and characterization, biomolecular interactions, basic enzyme analysis, spectroscopic techniques, mass spectrometric techniques, centrifugation, electrophoretic, chromatographic, radioisotope and electrochemical techniques.

BIOL 6680 Microscopy and Imaging

CREDIT HOURS 4.0

PREREQUISITES BIOL 3800 and PHYS 1112K or PHYS 2212K, or equivalents

DESCRIPTION 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 HOURS 4.0

PREREQUISITES BIOL 3800 and BIOL 3240 or equivalent

DESCRIPTION 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 HOURS 4.0

PREREQUISITES BIOL 3800 and BIOL 3240, or consent of instructor

DESCRIPTION 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 6687 Surgical Anatomy

CREDIT HOURS 4.0

DESCRIPTION Prerequiiste: BIOL 4687 or consent of instructor. Detailed examination of human anatomy via dissections and radiology. Cross-listed with BIOL 4687.

BIOL 6694 Biosafety: Principles and Practice

CREDIT HOURS 4.0

PREREQUISITES BIOL 3800 or consent of instructor

DESCRIPTION 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 Laboratory in Molecular Biological Techniques

CREDIT HOURS 4.0

PREREQUISITES BIOL 3900 or equivalent

DESCRIPTION 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 HOURS 3.0

PREREQUISITES MATH 2211 and BIOL 2108K, or equivalents

DESCRIPTION (Same as MATH 6544.) Three lecture hours a week. Principles and methods of statistics as applied to biology and medicine.

BIOL 6800 Principles of Cellular Biology

CREDIT HOURS 4.0

PREREQUISITES BIOL 3800, BIOL 3900, and CHEM 1211K, or consent of instructor

DESCRIPTION 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 HOURS 3.0

DESCRIPTION (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 Directed Laboratory Study

CREDIT HOURS 2.0

COREQUISITES BIOL 8800, BIOL 8999, BIOL 9999, or equivalent

DESCRIPTION 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 HOURS 2.0 - 4.0

PREREQUISITES BIOL 3810 with grade of C or higher

DESCRIPTION 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 HOURS 3.0

PREREQUISITES BIOL 6104

DESCRIPTION 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 Management

CREDIT HOURS 3.0

PREREQUISITES BIOL 6104

DESCRIPTION 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 HOURS 2.0

PREREQUISITES BIOL 3020 with grade of B or higher, or equivalent, or consent of instructor

DESCRIPTION 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 HOURS 2.0

PREREQUISITES BIOL 4913 or BIOL 6913 with grade of S and consent of instructor

DESCRIPTION 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 Collaborative Internships in Biology

CREDIT HOURS 2.0

PREREQUISITES consent of instructor

DESCRIPTION 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 HOURS 2.0

PREREQUISITES consent of instructor

DESCRIPTION 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 HOURS 3.0 - 4.0

PREREQUISITES consent of the instructor

DESCRIPTION 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 HOURS 1.0

PREREQUISITES BIOL 3800 or equivalent

DESCRIPTION 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 HOURS 1.0

DESCRIPTION No more than one hour a semester. Current research topics in biology.

BIOL 6990 Independent Readings

CREDIT HOURS 2.0

PREREQUISITES consent of instructor

DESCRIPTION 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 HOURS 3.0

PREREQUISITES BIOL 1104K, BIOL 1108K, or BIOL 2108K with grade of B or higher, or equivalent

DESCRIPTION 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 and Society

CREDIT HOURS 3.0

DESCRIPTION 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 Applied Medical Physiology

CREDIT HOURS 3.0

PREREQUISITES BIOL 2108K and CHEM 1212K with grades of C or higher

DESCRIPTION Three lecture hours per week plus recitation. Integrative physiology of all major organ systems will be taught using clinical case studies. Topics include radiology, angiograms, hematology, blood chemistry, urinalysis, ECG, and spirometry.

BIOL 7250 Human Physiology Laboratory

CREDIT HOURS 1.0

PREREQUISITES BIOL 7240 or concurrently

DESCRIPTION Three laboratory hours a week. Exercises dealing with the psysiology of the major organ systems.

BIOL 7430 Biotechnology

CREDIT HOURS 3.0

PREREQUISITES BIOL 2108K and CHEM 1212K with grades of C or higher

DESCRIPTION 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 HOURS 3.0

PREREQUISITES BIOL 2108K with grade of C or higher

DESCRIPTION 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 in Biology for High School Science Teachers

CREDIT HOURS 3.0

PREREQUISITES BIOL 1107K and BIOL 1108K or equivalents

DESCRIPTION Two lecture and three laboratory hours a week. Topics include the major concepts of contemporary biology.

BIOL 7800 Molecular Cell Biology

CREDIT HOURS 3.0

PREREQUISITES BIOL 2108K or BIOL 2800; and CHEM 1212K, or equivalents

DESCRIPTION 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 HOURS 1.0 - 3.0

PREREQUISITES consent of instructor

DESCRIPTION Graduate students will receive training in the teaching methods that produce effective mentors, tutors and instructors.

BIOL 7802 Instructional Methods

CREDIT HOURS 1.0 - 3.0

PREREQUISITES consent of instructor

DESCRIPTION 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 Laboratory

CREDIT HOURS 3.0

PREREQUISITES BIOL 7800 or concurrently

DESCRIPTION Experiments demonstrating techniques and concepts in molecular cell biology with an emphasis on learning critical thinking through writing.

BIOL 7820 Plant Biology

CREDIT HOURS 3.0

PREREQUISITES BIOL 2108K and BIOL 3800/7800 (or concurrently) or equivalents

DESCRIPTION Three lecture hours a week. Dynamic aspects of plant function, structure, and growth.

BIOL 7840 Animal Biology

CREDIT HOURS 3.0

PREREQUISITES BIOL 2108K and BIOL 3800 (or concurrently) or equivalents

DESCRIPTION Three lecture hours per week. Comparative analysis of the behavior, physiology, anatomy, phylogeny, evolution, and ecology of animals.

BIOL 7850 Animal Biology Laboratory

CREDIT HOURS 1.0

PREREQUISITES BIOL 7810 and BIOL 7840 or concurrently

DESCRIPTION Three laboratory hours a week. Comparative structure and function of representative animal types.

BIOL 7880 Microbiology

CREDIT HOURS 3.0

PREREQUISITES BIOL 2108K and BIOL 3800/7800, or equivalents

DESCRIPTION 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 Laboratory

CREDIT HOURS 1.0

PREREQUISITES BIOL 7810 and BIOL 7880 or concurrently

DESCRIPTION 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 HOURS 3.0

PREREQUISITES BIOL 2108K and BIOL 3800/7800 or equivalents

DESCRIPTION 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 HOURS 1.0

PREREQUISITES BIOL 7810 and BIOL 7900 or concurrently

DESCRIPTION Three laboratory hours a week. Experiments demonstrating concepts in genetics.

BIOL 7955 Introduction to the Center for Behavioral Neuroscience

CREDIT HOURS 1.0

PREREQUISITES consent of instructor

DESCRIPTION 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 Cellular, Molecular, and Developmental Neuroscience

CREDIT HOURS 3.0

PREREQUISITES BIOL 4102 or BIOL 6102 with grade of B or higher, or equivalent, or consent of instructor

DESCRIPTION Three lecture hours a week. Advanced analysis of central concepts in cellular, molecular, and developmental neuroscience. Topics include: physiology, development and differentiation, signaling and synaptic transmission, synaptic plasticity, construction and modulation or circuits, neurogenesis/repair/regeneration, molecular bases of behavior, and neurodevelopmental and degenerative disease. (Same as NEUR 8010 and PSYC 8616.).

BIOL 8020 Systems Neuroscience

CREDIT HOURS 3.0

PREREQUISITES BIOL 8010 with grade of B or higher, or equivalent, or consent of the instructor

DESCRIPTION (Same as NEUR 8020 and PSYC 8617.) Advanced analysis of how neurons are organized into systems that control behavior. Topics include functional neuroanatomy, sensory and motor systems, and the neural basis of motor learning.

BIOL 8040 Functional Human Neuroanatomy

CREDIT HOURS 3.0

PREREQUISITES BIOL 3840 or PSYC 8610, or equivalent, or consent of the instructor

DESCRIPTION (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 8041 Research Design and Analysis in Neuroscience

CREDIT HOURS 4.0

DESCRIPTION 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 analysis, as well as applied problem sets using neurobiobehavioral data. Concurrent laboratory component will cover data entry and analysis using SPSS. (Same as NEUR 8040).

BIOL 8060 Behavioral Neuroscience

CREDIT HOURS 3.0

PREREQUISITES BIOL 3840 or PSYC 4110, or equivalent

DESCRIPTION (Same as PSYC 8610.) Three lecture hours a week. Analysis of functional neural systems in the regulation of behavior, emphasizing the analysis of limbic, hypothalamic, and reticular-cortical mechanisms in behavior.

BIOL 8110 Concepts in Neurobiology

CREDIT HOURS 2.0

PREREQUISITES consent of the instructor

DESCRIPTION (Same as NEUR 8710.) Two lecture hours a week. Lectures and discussions dealing with contemporary topics in neurobiology.

BIOL 8220 Advanced Molecular Cell Biology

CREDIT HOURS 4.0

PREREQUISITES BIOL 3800, BIOL 3900, and CHEM 4600, or equivalent, or consent of instructor

DESCRIPTION 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 HOURS 4.0

PREREQUISITES BIOL 4248, CHEM 4310 and CHEM 4600, or equivalents, or consent of instructor

DESCRIPTION Four lecture hours per week. Mechanisms and regulation of transport processes in cellular membranes and organelles.

BIOL 8278 Molecular Immunology

CREDIT HOURS 4.0

PREREQUISITES BIOL 4278 or BIOL 6278 or consent of instructor

DESCRIPTION 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 in Cell Biology and Physiology

CREDIT HOURS 2.0

PREREQUISITES consent of the instructor

DESCRIPTION Two lecture hours a week. Lectures and discussions dealing with contemporary topics in cell biology and physiology.

BIOL 8360 Protein Structure and Function

CREDIT HOURS 3.0

PREREQUISITES CHEM 6610 or consent of instructor

DESCRIPTION (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 HOURS 4.0

PREREQUISITES BIOL 7880, or equivalent

DESCRIPTION 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 HOURS 3.0

PREREQUISITES BIOL 3880 or equivalent

DESCRIPTION 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 and Archaeal Systematics and Taxonomy

CREDIT HOURS 3.0

PREREQUISITES BIOL 3880 or equivalent

DESCRIPTION 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 HOURS 4.0

PREREQUISITES BIOL 3880 and CHEM 4600 with grades of C or higher, or equivalent course work

DESCRIPTION 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 8500 Systems Biology

CREDIT HOURS 3.0

DESCRIPTION Cross-listed with MATH 8500. This course provides an introduction to systems biology from a mathematical modeling point of view. It will introduce biology students to mathematical modeling, and mathematical students to systems biology. Biological topics will include gene systems, protein systems, metabolic systems and signaling systems. Mathematical tools will include basic modeling concepts, approximation, static networks, linear vs. nonlinear systems and how to linearize nonlinear systems, and parameter estimation and optimization. Specific case studies will include integrative analysis of genome, protein, and metabolite data, systems biology in medicine and drug development, and synthetic biology.

BIOL 8510 Concepts in Microbiology

CREDIT HOURS 2.0

PREREQUISITES consent of the instructor

DESCRIPTION Two lecture hours a week. Lectures and discussions dealing with contemporary topics in microbiology.

BIOL 8540 Advanced Methodologies in Biostatistics

CREDIT HOURS 3.0

PREREQUISITES STAT 6752

DESCRIPTION (Same as STAT 8540.) 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 Introduction to Graduate Studies in Biology

CREDIT HOURS 2.0

DESCRIPTION (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 and Genetics of Prokaryotes

CREDIT HOURS 4.0

PREREQUISITES CHEM 4600 or equivalent, and consent of the instructor

DESCRIPTION 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 HOURS 4.0

PREREQUISITES BIOL 8610 or consent of the instructor; CHEM 4600 or equivalent

DESCRIPTION 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 HOURS 4.0

PREREQUISITES BIOL 6640 or equivalent, ability to program in Java or C++ or equivalent, and consent of instructor

DESCRIPTION (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 and Function

CREDIT HOURS 3.0

PREREQUISITES CHEM 6610 or consent of instructor

DESCRIPTION (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 HOURS 4.0

PREREQUISITES BIOL 3880, BIOL 3890, BIOL 4575, and CHEM 4600, or equivalents

DESCRIPTION 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 HOURS 4.0

PREREQUISITES Consent of instructor

DESCRIPTION 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 HOURS 1.0

DESCRIPTION (No more than one hour a term.) Current research topics in biology.

BIOL 8710 Concepts in Molecular Genetics

CREDIT HOURS 2.0

PREREQUISITES consent of instructor

DESCRIPTION Two lecture hours a week. Lectures and discussions dealing with contemporary topics in molecular genetics.

BIOL 8800 Research

CREDIT HOURS 1.0 - 25.0

DESCRIPTION Repeatable course.

BIOL 8888 Non-Thesis Master's Research

CREDIT HOURS 4.0

PREREQUISITES consent of instructor

DESCRIPTION Investigation, review, and critical evaluation of topics in biological science.

BIOL 8900 Topics in Microbiology

CREDIT HOURS 1.0

DESCRIPTION May be repeated if topics vary.

BIOL 8910 Topics in Biology

CREDIT HOURS 3.0

DESCRIPTION May be repeated if topics vary.

BIOL 8940 Topics in Physiology

CREDIT HOURS 1.0

DESCRIPTION May be repeated if topics vary.

BIOL 8950 Topics in Behavior and Neurobiology

CREDIT HOURS 1.0

DESCRIPTION (Same as NEUR 8720.) May be repeated if topics vary.

BIOL 8956 Topics in Behavioral Neuroscience

CREDIT HOURS 1.0

PREREQUISITES consent of the instructor

DESCRIPTION May be repeated if topics vary.

BIOL 8960 Topics in Cell Physiology and Biochemistry

CREDIT HOURS 1.0

DESCRIPTION May be repeated if topics vary.

BIOL 8970 Topics in Molecular Biological Sciences

CREDIT HOURS 1.0

DESCRIPTION (Same as CHEM 8970.) May be repeated if topics vary.

BIOL 8980 Topics in Applied and Environmental Microbiology

CREDIT HOURS 1.0

DESCRIPTION May be repeated if topics vary.

BIOL 8999 Thesis Research

CREDIT HOURS 1.0 - 25.0

DESCRIPTION

BIOL 9991 Doctoral Research Proposal

CREDIT HOURS 2.0

PREREQUISITES consent of instructor

DESCRIPTION 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 HOURS 2.0

PREREQUISITES consent of instructor

DESCRIPTION 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 HOURS 1.0 - 25.0

PREREQUISITES consent of the instructor

DESCRIPTION

BMSC 6000 Biomedical Enterprise Seminar

CREDIT HOURS 2.0

DESCRIPTION Entry into the Biomedical Enterprise concentration, or by permission of instructor. The proseminar course will teach interdisciplinarity as a discipline itself, with introductions to the educational philosophy behind an interdisciplinary program, discussion of historical challenges resolved through interdisciplinary approaches, and debate on live case studies of current issues likely to require interdisciplinary solutions. This course will also teach strategies for professional communication and productive teamwork, such as methods for gaining familiarity with team members, setting ground rules and responsibilities, avoiding common problems, and building trust. The proseminar will be delivered with a face-to-face, interactive approach, enabling instructors, guest speakers, and students to discuss and debate current issues.

BMSC 6010 Experimental Approaches in Biomedical Research

CREDIT HOURS 2.0

DESCRIPTION BMSC 6000. Ten laboratory hours a week. A series of laboratory exercises designed to provide working knowledge and experiences in selected areas current interest/importance in biotechnology. Hands-on experience will be integrated with theory and current best practices.

BMSC 6020 Biomedical Enterprise Internship Seminar I

CREDIT HOURS 1.0

DESCRIPTION BMSC 6010. Students will have internship opportunities that range from start-up companies, established small businesses, and large enterprises with branch facilities in the region, to governmental research or regulatory agencies, to law firms with emphases such as patent, intellectual property, and/or health law. Students will be required to participate in an online internship seminar course that will help monitor their experiences and productivity. The seminar instructor will have weekly contact with all interns, thereby assuring the opportunity to raise and address concerns, share best practices for maximizing internship experiences, and gauging student progress in knowledge and skill acquisition.

BMSC 6030 Biomedical Enterprise Internship Seminar II

CREDIT HOURS 1.0

DESCRIPTION BMSC 6020. Students will continue their internship opportunities that range from start-up companies, established small businesses, and large enterprises with branch facilities in the region, to governmental research or regulatory agencies, to law firms with emphases such as patent, intellectual property, and/or health law. Students will be required to participate in an online internship seminar course that will help monitor their experiences and productivity. The seminar instructor will have weekly contact with all interns, thereby assuring the opportunity to raise and address concerns, share best practices for maximizing internship experiences, and gauging student progress in knowledge and skill acquisition.

BMSC 6040 Biomedical Enterprise Capstone

CREDIT HOURS 3.0

DESCRIPTION BMSC 6030. The aim of the capstone project is to challenge students to demonstrate their abilities to solve current practical and/or academic problems by using knowledge and skills from multiple disciplines. The capstone project should result in a product that is timely and relevant for the interdisciplinary course of study and be presented to faculty members for assessment based on the value of the product or performance. The key skill sets of critical thinking, creativity, communication, and collaboration must be assessed through the final project, and the result must be reasonable and be intellectually defensible. Faculty in conjunction with advisors from professional settings will contribute to the design, guidelines, and grading rubrics.

BMSC 6060 Effective Scientific Presentation

CREDIT HOURS 2.0

DESCRIPTION This course is designed to help students develop strong oral presentation skills using powerpoint slides. Preparing and delivering effective scientific presentations is an important skill for all graduate students in the biological science.

BMSC 8070 Viral Immunology

CREDIT HOURS 2.0

DESCRIPTION Two lecture hours a week. This course will discuss topics and concepts of Immunology and host immune responses to viral pathogens and vaccines, and vaccine adjuvants. Topics include viruses (influenza, human respiratory syncytial virus, human metapneumovirus), viral vaccines, and maternal immunizations of preclinical studies as well as host pathogen interactions. This course will cover problems in current vaccines and discuss new approaches to develop novel vaccines against difficult pathogens such as new pandemic and respiratory syncytial virus. Also, this course will involve critical thinking and new insights into immunology of host immune responses, pathogenesis, and inflammation as well as developing vaccines.

BMSC 8080 Advanced Immunotechnology

CREDIT HOURS 2.0

PREREQUISITES Any one of the following courses: BIOL 3880/7880, BIOL 3800/7800, CHEM 4600/6600, BIOL 4575/6575, or BIOL 4278/6278

DESCRIPTION This is a weekly 1-lecture (2 hours) graduate course. Total 11-12 important topics which form the milestones of modern experimental molecular/cellular immunology. One topic will be covered in each lecture. An example of these topics would be monoclonal antibody.

BMSC 8090 Progress in Virology Research

CREDIT HOURS 2.0

DESCRIPTION Any one of the following: BIOL 3800, BIOL 4278, CHEM 4600 or equivalent. This course will consist of weekly seminars in current topics in virology, placing particular emphasis on discussing the structural organization and pathogenesis of clinically significant RNA viruses (i.e. members of the paramyxo-, pneumo-, orthomyxo-, filo-, and flavivirus families) and evaluating current approaches towards prevention and management of human infection by these pathogens. Each course participant will present at least once on a topic of choice within the outlines thematic framework (30-45 minute oral presentation) and is expected to actively participate in in-class discussions that will follow each presentation.

BMSC 8675 Molecular Virology

CREDIT HOURS 4.0

DESCRIPTION BIOL 3880, BIOL 3890, BIOL 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.

BMSC 8800 Master's Research

CREDIT HOURS 1.0 - 25.0

DESCRIPTION Repeatable course. 1 - 25 credit hours.

BA 6999 Responsible Conduct in Research

CREDIT HOURS 0.0

PREREQUISITES None

DESCRIPTION Requiements: 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 9000 Doctoral Research

CREDIT HOURS 1.0 - 18.0

PREREQUISITES Doctoral standing

DESCRIPTION Doctoral students who have not yet passed the preliminary examination and are not registered for nine or more semester hours of course work on their program of study must register for this course to satisfy the continuous registration requirement. A grade of S or U will be assigned based on attendance and participation in departmental research activities.

BA 9200 Seminar in University Teaching

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 Quantitative Research Methods in Business

CREDIT HOURS 3.0

DESCRIPTION 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 Qualitative Research Methods in Business

CREDIT HOURS 3.0

DESCRIPTION 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 Managerial Decision Making

CREDIT HOURS 3.0

REQUIREMENTS CSP: 1, 2, 6

DESCRIPTION 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 HOURS 1.0 - 18.0

PREREQUISITES completion of preliminary examination

DESCRIPTION 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.

BUSA 6090 Principles of Entrepreneurship

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS Must meet RCB upper division course requirements minimum GPA of 2.8 and 45 credit hours

DESCRIPTION CSP: 1, 2, 6, 7. The purpose of this course is to familiarize the non-business student with the terminology, key principles, concepts, and methods of contemporary entrepreneurship and supporting business disciplines. The course is not intended to replace more in-depth studies in these disciplines, but rather to jump-start such studies for students with little or no background in business. For practicality, the course is designed around a process-driven perspective of entrepreneurship 1) discover profitable opportunities, 2) evaluate the viability of an opportunity, 3) develop strategies to exploit an opportunity, and 4) plan for successful execution. This course prepares non-business students to take other available courses at the Robinson College of Business and well as its entrepreneurship courses.

BUSA 7090 Survey of Business Principles for Non-Bus

CREDIT HOURS 3.0

PREREQUISITES None

DESCRIPTION Graduate Students. Cross listed with BUSA 3090. BUSA7090 is designed to familiarize the non-business graduate student quickly with key business principles, concepts and terminology. This is a survey course that touches on key areas of business management including marketing, operations, accounting, finance, strategy, ethics, economics and entrepreneurship. The course is not intended to replace more in-depth studies of each of these business disciplines but rather to jump start such studies. The course is specifically designed for non-business students interested in starting their own entrepreneurial ventures. This course will prepare such students to take additional entrepreneurship courses and to participate in various entrepreneurship activities within the university.

BCOM 7255 Communication Skills for Business

CREDIT HOURS 3.0

PREREQUISITES None

DESCRIPTION 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 Executive Communication

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP:1,6,7

DESCRIPTION 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.

CPI 8389 Directed Reading in Electronic Commerce

CREDIT HOURS 3.0

PREREQUISITES Consent of the instructor, good academic

DESCRIPTION

CPI 9200 Action Research in Business Studies

CREDIT HOURS 3.0

PREREQUISITES Students are admitted into one of RCB's PhD programs

DESCRIPTION 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 Directed Readings in Process Innovation

CREDIT HOURS 1.0 - 3.0

DESCRIPTION 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.

CER CERAMICS

CER 6050 Ceramics

CREDIT HOURS 3.0

PREREQUISITES consent of the instructor

DESCRIPTION May be repeated for a maximum of fifteen credit hours. For students not majoring in Ceramics. Handbuilding and/or wheelthrowing.

FEES $80.00

CER 6750 Digital and Photographic Imaging on clay

CREDIT HOURS 3.0

DESCRIPTION Development of digital and photographic imagery and its application to 3D clay forms.

CER 6920 Contemporary Ceramic History

CREDIT HOURS 3.0

DESCRIPTION Exploration of ceramics from the Arts and Crafts Movement of the nineteenth century through contemporary trends.

CER 8000 Advanced Studio Problems

CREDIT HOURS 3.0

PREREQUISITES consent of instructor

DESCRIPTION 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 HOURS 3.0

PREREQUISITES consent of instructor

DESCRIPTION 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 8400 Interdisciplinary Graduate Seminar

CREDIT HOURS 3.0 - 9.0

PREREQUISITES MFA status

DESCRIPTION For MFA students from all Art and Design majors. Readings, discussions, and engagement with advanced studio topics, led by studio faculty, to improve studio practice.

CER 8500 Studio Practice

CREDIT HOURS 3.0 - 9.0

PREREQUISITES consent of instructor

DESCRIPTION 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 HOURS 3.0

PREREQUISITES consent of instructor and school director

DESCRIPTION Independent Study. Contract outlining course content is required. May be repeated for a maximum of twenty-four credit hours.

CER 8999 Thesis Research

CREDIT HOURS 3.0 - 12.0

PREREQUISITES consent of thesis advisor

DESCRIPTION Preparation of thesis and graduate exhibition.

CHEM 6000 Fundamentals of Chemical Analysis

CREDIT HOURS 3.0

PREREQUISITES CHEM 3410 and MATH 2212 with grades of C or higher

DESCRIPTION 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 6005 Instrumental Analysis

CREDIT HOURS 3.0

DESCRIPTION Extensive data analysis, report writing and revisions in addition to the laboratory contacts. Contents: signal/noise and electronics; chemical separation; spectroscopic analysis; electrochemistry; mass spectrometry and others. The lab section requires operation of research instruments, multiple team projects, comprehensive data analysis and scientific report writing.

CHEM 6010 Instrumental Methods I: Chromatography

CREDIT HOURS 3.0

PREREQUISITES CHEM 6000 with grade of B or higher

COREQUISITES CHEM 6110

DESCRIPTION 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 HOURS 3.0

PREREQUISITES CHEM 6000 and CHEM 6010 with grades of B or higher, or equivalent

DESCRIPTION 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 Introduction to Fourier-Transform NMR Spectroscopy

CREDIT HOURS 2.0

PREREQUISITES demonstrated research need and approval of the departmental chair

DESCRIPTION Introduction to techniques of Fourier-Transform Nuclear Magnetic Resonance Spectroscopy.

CHEM 6110 Physical Chemistry I

CREDIT HOURS 3.0

PREREQUISITES CHEM 3410, MATH 2212, PHYS 2211K, and PHYS 2212K with grades of C or higher, or equivalents

DESCRIPTION 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 HOURS 3.0

PREREQUISITES CHEM 3410, MATH 2212, PHYS 2211K, and PHYS 2212K with grades of C or higher

DESCRIPTION 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 Introduction to Biophysical Chemistry

CREDIT HOURS 3.0

PREREQUISITES MATH 2212 or equivalent with a grade of C or higher

DESCRIPTION Applied physical chemistry to biological systems. Elements of thermodynamics, kinetics, hydrodynamics, and spectroscopy are used to characterize biomacromolecules and their interactions with ligands.

CHEM 6190 Instrumental Methods III: Spectroscopy

CREDIT HOURS 3.0

PREREQUISITES CHEM 6000 and CHEM 6120 with grades of B or higher, or equivalent

DESCRIPTION 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 HOURS 3.0

PREREQUISITES CHEM 6120 with grade of B or higher

DESCRIPTION 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 6230 Metals in Biology and Medicine

CREDIT HOURS 5.0

PREREQUISITES CHEM 6600 or equivalent, with B or higher

DESCRIPTION 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 6240 Chemical Biology

CREDIT HOURS 3.0

PREREQUISITES one year of Organic Chemistry, CHEM 3410, or equivalent, and one semester of Biochemistry 4600/6600 or equivalent

DESCRIPTION Comprehensive survey of the field of chemical biology. Topics such as natural product biosynthesis, biological activities of the natural products, chemical tools to study biology, and engineering biological process to enable new chemistry will be covered.

CHEM 6330 Advanced Synthesis

CREDIT HOURS 3.0

PREREQUISITES one year organic chemistry with laboratory (CHEM 3110) with grade of B or higher, or equivalent

DESCRIPTION Two lecture and four laboratory hours a week. Synthesis and characterization of inorganic and organic compounds by modern methodology.

CHEM 6400 Mechanistic Organic Chemistry

CREDIT HOURS 3.0

PREREQUISITES one year of organic chemistry (CHEM 3410) with grade of B or higher

DESCRIPTION Experimental approaches to determining the mechanisms of chemical reactions in organic chemistry.

CHEM 6410 Bioorganic Chemistry

CREDIT HOURS 3.0

PREREQUISITES one year of organic chemistry (CHEM 3410) or a course in biochemistry with grade of C or higher

DESCRIPTION Strategies for designing pharmaceutical agents to inhibit enzymes. This is a writing intensive course.

CHEM 6430 Advanced Synthesis & Mechanism in Organic Chemistry

CREDIT HOURS 3.0

PREREQUISITES consent of instructor

DESCRIPTION This course focuses on advanced synthetic methodologies and reactions mechanisms.

CHEM 6440 Practicum in Biotechnology

CREDIT HOURS 5.0

PREREQUISITES consent of instructor and the Biotechnology Committee

DESCRIPTION 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 HOURS 3.0

PREREQUISITES CHEM 3410 and CHEM 6110 with grades of B or higher, or equivalent, and consent of instructor

DESCRIPTION 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 Chemistry

CREDIT HOURS 3.0

PREREQUISITES CHEM 3410 with grade of B or higher, or equivalent

DESCRIPTION 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 Special Topics in Physical Chemistry

CREDIT HOURS 3.0

PREREQUISITES CHEM 6120 with grade of B or higher, or equivalent

DESCRIPTION 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 HOURS 5.0

PREREQUISITES CHEM 3410 with grade of C or higher, or equivalent

DESCRIPTION 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 HOURS 3.0

PREREQUISITES CHEM 3410 with grade or B or higher

DESCRIPTION Three lecture hours a week. Introduction to biochemical phenomena: proteins, enzymes, vitamins, carbohydrates, lipids, nucleic acids, DNA, RNA, and metabolism.

CHEM 6630 Enzymology

CREDIT HOURS 3.0

PREREQUISITES 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

DESCRIPTION (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 HOURS 4.0

PREREQUISITES BIOL 3800 with grade of C or higher, or equivalent, or written approval of instructor

DESCRIPTION (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 Synthesis and Drug Design

CREDIT HOURS 3.0

PREREQUISITES consent of instructor

DESCRIPTION Lectures on nucleic acid synthesis, mechanism, therapeutics, and detection. Course may be repeated.

CHEM 6670 Principles and Techniques of Practical Biochemistry

CREDIT HOURS 3.0

PREREQUISITES One semester of biochemistry (CHEM 4600/6600) with grade of B or higher, or equivalent

DESCRIPTION This course is cross listed with BIOL 4670/6670. A comprehensive and integrated review of principles and modern techniques found in day-to-day biochemical research laboratories. Topics include, but are not limited to: general principles of biochemical investigations, molecular biology and basic techniques, molecular cloning and gene analysis, protein structure, purification and characterization, biomolecular interactions, basic enzyme analysis, spectroscopic techniques, mass spectrometric techniques, centrifugation, electrophoretic, chromatographic, radioisotope and electrochemical techniques.

CHEM 6850 Bioanalytical Chemistry I

CREDIT HOURS 3.0

PREREQUISITES CHEM 6190 with grade of B or higher, or consent of instructor

DESCRIPTION Basic concepts of analytical chemistry as applied to biologically-oriented problems.

CHEM 6860 Bioanalytical Chemistry II

CREDIT HOURS 3.0

PREREQUISITES CHEM 6850 with grade of B or higher, or equivalent or consent of instructor

DESCRIPTION Basic principles underlying instrumentation, automation, and laboratory computers used in solving bioanalysis problems.

CHEM 6871 Electrochemical Methods

CREDIT HOURS 3.0

PREREQUISITES CHEM 4110 with grade of B or higher, or equivalent

DESCRIPTION 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 Responsible Conduct of Research in Chemistry

CREDIT HOURS 2.0

DESCRIPTION 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 HOURS 2.0

COREQUISITES concurrent enrollment in CHEM 8910, CHEM 8999, or CHEM 9999

DESCRIPTION Two lecture hours a week. Student learning of interdisciplinary experimental strategies and laboratory procedures in chemistry.

CHEM 7000 Essentials of General Chemistry

CREDIT HOURS 3.0

DESCRIPTION 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 Chemistry I

CREDIT HOURS 3.0

PREREQUISITES CHEM 7000 with grade of B or higher, or equivalent

DESCRIPTION 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 Chemistry II

CREDIT HOURS 3.0

PREREQUISITES CHEM 7010 with grade of B or higher, or equivalent

DESCRIPTION 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 HOURS 1.0 - 5.0

PREREQUISITES consent of instructor and advisor

DESCRIPTION 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 Directed Research in Chemical Education

CREDIT HOURS 1.0 - 5.0

DESCRIPTION Combined credit received for CHEM 7900 and CHEM 7910 must not exceed fourteen hours. May be repeated if topics vary.

CHEM 8360 Protein Structure and Function

CREDIT HOURS 3.0

PREREQUISITES CHEM 6610 with grade of B or higher, or consent of instructor

DESCRIPTION (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 Structure and Function

CREDIT HOURS 3.0

PREREQUISITES CHEM 6610 with grade of B or higher, or consent of instructor

DESCRIPTION (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 HOURS 3.0

PREREQUISITES consent of instructor

DESCRIPTION Study of the isolation, characterization, and elucidation of structure and synthesis of medicinally important compounds. The relationship between chemical structure and biological activity of selected drugs, vitamins, hormones, and proteins is reviewed.

CHEM 8450 NMR Spectroscopy

CREDIT HOURS 4.0

PREREQUISITES CHEM 6050 or consent of the instructor

DESCRIPTION Theory and application of NMR spectroscopy for the characterization and elucidation of organic and biological molecules.

CHEM 8510 Biophysical Chemistry

CREDIT HOURS 4.0

PREREQUISITES CHEM 6110 and CHEM 6120 or CHEM 6190 with grade of B or higher, or equivalent, or consent of instructor

DESCRIPTION Applications of quantitative physical techniques to biomolecules, especially proteins and nucleic acids.

CHEM 8520 Computational Chemistry

CREDIT HOURS 3.0

PREREQUISITES CHEM 6110 and CHEM 6120 with grades of B or higher, or equivalent

DESCRIPTION Two lecture and two laboratory hours a week. Application of current computational chemistry programs to research problems or projects.

CHEM 8540 Biomolecular Nuclear Magnetic Resonance

CREDIT HOURS 3.0

PREREQUISITES introductory courses in spectroscopy, such as CHEM 4050/6050 and CHEM 4190/6190 with grade of B or higher, or equivalent

DESCRIPTION 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 Advanced Topics in Biochemistry

CREDIT HOURS 3.0

PREREQUISITES consent of instructor

DESCRIPTION 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 HOURS 4.0

PREREQUISITES CHEM 6640 or equivalent, ability to program in Java or C++ or equivalent, and consent of instructor

DESCRIPTION (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 HOURS 1.0

PREREQUISITES departmental consent

DESCRIPTION Discussion of current research areas in chemistry.

CHEM 8850 Graduate Seminar in Chemistry

CREDIT HOURS 3.0

PREREQUISITES Graduate standing in the Department of Chemistry at Georgia State University

DESCRIPTION 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 HOURS 1.0 - 4.0

PREREQUISITES consent of instructor and the Biotechnology Committee

DESCRIPTION Students will write a non-thesis paper based on a review of the literature.

CHEM 8900 Directed Study in Chemistry

CREDIT HOURS 1.0 - 5.0

PREREQUISITES departmental consent

DESCRIPTION May be repeated if topics vary.

CHEM 8910 Directed Research in Chemistry

CREDIT HOURS 1.0 - 25.0

DESCRIPTION May be repeated if topics vary.

CHEM 8960 Practicum in Chemistry: Laboratory Supervision

CREDIT HOURS 3.0

DESCRIPTION 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 8961 Instructional Methods in Chemistry

CREDIT HOURS 1.0 - 6.0

PREREQUISITES consent of instructor

DESCRIPTION One to six hours a week for discussion sections with laboratory supervisors and/or one-six hours a week for laboratory and workshop participation. Principles of undergraduate laboratory instruction, including instructional theory, laboratory policies, and academic honesty.

CHEM 8970 Topics in Molecular Biological Sciences

CREDIT HOURS 1.0 - 2.0

DESCRIPTION (Same as BIOL 8970.) May be repeated if topics vary. May be taken for one or two credit hours.

CHEM 8999 Thesis Research

CREDIT HOURS 1.0 - 25.0

DESCRIPTION

CHEM 9999 Dissertation Research

CREDIT HOURS 1.0 - 25.0

DESCRIPTION

COMM 6000 Acting for the Camera

CREDIT HOURS 4.0

DESCRIPTION Two lecture and two lab hours. Acting theory and practice for the performer and director of film and television production.

COMM 6010 Issues and Perspectives in Communication

CREDIT HOURS 3.0

DESCRIPTION (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 HOURS 3.0

DESCRIPTION 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 Communication

CREDIT HOURS 3.0

DESCRIPTION (Formerly COMM 8020.) Experimental and survey design. Methodology for communication research studies; problems and projects.

COMM 6040 History of the News Media

CREDIT HOURS 3.0

DESCRIPTION Comparative study of the origins and development of news systems in relation to their historical, social, political, and economic environments.

COMM 6060 Close Textual Analysis of Moving Image

CREDIT HOURS 3.0

DESCRIPTION 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 the Short Film

CREDIT HOURS 3.0

DESCRIPTION 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 Production

CREDIT HOURS 4.0

PREREQUISITES consent of instructor

DESCRIPTION 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 HOURS 4.0

DESCRIPTION One lecture and three lab hours per week. A comprehensive introduction to Cinematography covering framing and lighting for different film and electronic imaging formats. Out of class collaboration is required. Student must bear all additional costs for productions during the semester.

COMM 6140 Episodic and Serial Television Production

CREDIT HOURS 4.0

DESCRIPTION The creative, technical and managerial process of developing serialized entertainment for television as it propagates the Internet, both as audio-visual entertainment and audience response data. Students will learn the development, production, post-production, dissemination and analytic stages of contemporary New Media television practice by working in teams to produce a serial or episodic internet-based TV show. Extensive collaborative production required.

COMM 6145 Digital Editing

CREDIT HOURS 4.0

PREREQUISITES consent of instructor

DESCRIPTION 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 Conceptualization and Expression for Mediamakers

CREDIT HOURS 4.0

PREREQUISITES Consent of instructor

DESCRIPTION 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 6156 Media Entrepreneurship

CREDIT HOURS 4.0

PREREQUISITES COMM 6155

DESCRIPTION Students will develop or continue to develop a media concept, business or technology through an intensive semester long curriculum structured as an incubator/accelerator. This class will study the convergence of media producer and media entrepreneur while students create at the intersection of media, business and technology and culminate with a final presentation of the students pitch and prototype to media industry professionals.

COMM 6157 Cross-Media Design

CREDIT HOURS 4.0

PREREQUISITES COMM 6155

DESCRIPTION Design multimedia stories from the ground up in which movies, video games, web sites, smart phone applications, comic books, and other media are equal partners and all elements of a complete story.

COMM 6158 New Media Production

CREDIT HOURS 4.0

PREREQUISITES COMM 6155

DESCRIPTION An exploration of the production visual and audio assets for Internet transmission and interactive media experience, using techniques and forms that best utilize the evolving aesthetics of the digital and interactive media cultures of the moment. New concepts of interactive storytelling in documentary and/or fiction, and for the visualization of characters and their settings will blend cinematic aesthetics with other aesthetic systems.

COMM 6159 Computational Media

CREDIT HOURS 4.0

PREREQUISITES COMM 6155

DESCRIPTION An introduction to the production of creative components of interactive and digital media derived from code and computation that is at the forefront of new forms of personal and public expression. Popular culture in the form of games, websites, interactive television, interactive animation and digital art use computational media, and will be the genres that students will produce.

COMM 6160 Special Topics

CREDIT HOURS 3.0 - 4.0

PREREQUISITES consent of instructor

DESCRIPTION Graduate faculty and specific tools for this course will change according to the specialized expertise of participating faculty.

COMM 6165 Special Production Topics

CREDIT HOURS 3.0 - 4.0

PREREQUISITES Consent of instructor

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION An examination of a specific major international film industry or movement and its contributions to world cinema. Films will be studied in their immediate cultural and larger historical and critical contexts. May be repeated once if topic varies.

COMM 6210 Critical History of Radio and Television

CREDIT HOURS 3.0

DESCRIPTION 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 6220 Media History

CREDIT HOURS 3.0

DESCRIPTION This course provides grounding in the major historical landmarks/movements in international cinema and American broadcasting. Its surveys the primary sociocultural, aesthetic, economic, policy, technological, and industrial forces that shaped film and television in the 20th century.

COMM 6240 Documentary Film

CREDIT HOURS 3.0

DESCRIPTION The history of non-fiction film and production.

COMM 6250 Producing for Television and Film

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 4.0

DESCRIPTION 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 6280 Topics in Authors and Genres

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

PREREQUISITES COMM 6310

DESCRIPTION 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 6361 Sound Design

CREDIT HOURS 4.0

PREREQUISITES COMM 6155

DESCRIPTION The expressive aesthetics of motion picture sound, its technology and methods of production will provide students the foundations for creating soundtracks for their own films in progress, or for films already completed. Extensive lab time is required. Students must be able to work collaboratively to produce studio and field recordings.

COMM 6365 Experimental Media Production

CREDIT HOURS 4.0

DESCRIPTION An advanced production course that explores highly-personal avant-garde and experimental media making by any means necessary, including but not limited to: experimental documentary and fiction, found footage/cameraless filmmaking, new media, web video, mobile media, video art, installation, etc.

COMM 6370 Visual Effects for Film

CREDIT HOURS 4.0

DESCRIPTION This course will explore concepts of visual effects for film, television and games. These concepts will be applied to practical exercises where student will learn to manipulate media through compositing and 2-D animation.

COMM 6375 Music Video Production

CREDIT HOURS 4.0

DESCRIPTION This advanced course explores the history and developing aesthetics of music video through hands-on production exercises and projects. Participants learn about, analyze, and discuss the variety of modes in which musicians promote themselves, express their worldviews, and tell stories through the music video medium.

COMM 6385 Critical Visual Culture Theory

CREDIT HOURS 3.0

DESCRIPTION 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 6400 Development of Communication and Language Across the Lifespan

CREDIT HOURS 3.0

DESCRIPTION Theories, nature, basic behavioral aspects and constraints of typical communication and language development across the lifespan.

COMM 6430 Media Industries

CREDIT HOURS 3.0

DESCRIPTION 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 and Criticism

CREDIT HOURS 3.0

DESCRIPTION Development of critical skills useful for evaluating public discourse, with an emphasis on classical and modern theories of rhetoric.

COMM 6475 Communication and Aging

CREDIT HOURS 3.0

DESCRIPTION (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 HOURS 3.0

DESCRIPTION Political communication in contemporary America with a focus on the rhetoric of political leaders during campaigns and governance.

COMM 6485 Health Communication

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION The influence of gender (social definitions of maleness and femaleness) on public, interpersonal, and mass communication.

COMM 6500 Visual Communication

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION (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 6620 Problems in Public Relations

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION (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 International Communication

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION (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 Graphics Imaging

CREDIT HOURS 4.0

DESCRIPTION (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 HOURS 3.0

PREREQUISITES COMM 6840

DESCRIPTION (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 HOURS 3.0

PREREQUISITES consent of the instructor

DESCRIPTION Supervised experience in individual projects developed out of the student's professional or vocational interests and responsibilities.

COMM 6915 Special Production Project

CREDIT HOURS 3.0 - 4.0

PREREQUISITES Consent of instructor

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

PREREQUISITES Eligibility criteria may be obtained from the Department of Communication Internship Coordinator

DESCRIPTION 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 HOURS 1.0 - 20.0

DESCRIPTION (Formerly COMM 8999.).

COMM 6995 Thesis Research

CREDIT HOURS 1.0 - 20.0

DESCRIPTION There is a fee associated with this course which must be paid upon enrollment.

COMM 8000 Feminist Media Studies

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

PREREQUISITES COMM 6030, or equivalent course work

DESCRIPTION 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 Doctoral Colloquium in Communication Pedagogy

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION Analysis of verbal and visual communication strategies intended to influence attitude and opinions.

COMM 8055 Theories of Media Uses and Effects

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION Ethical theories and issues related to communication, with emphasis on codes of ethics of the various professions.

COMM 8100 Publics and Politics

CREDIT HOURS 3.0

DESCRIPTION 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 Introduction to Graduate Studies

CREDIT HOURS 2.0

DESCRIPTION Introduction to the academic processes, the requirements of the doctoral prospectus and dissertation, and professional opportunities and expectations of the communication discipline.

COMM 8112 Doctoral Writing Workshop

CREDIT HOURS 1.0

DESCRIPTION Seminar focused on preparing advanced communication research for publication.

COMM 8120 Media, Individuals and Society

CREDIT HOURS 3.0

DESCRIPTION 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 a Global Context

CREDIT HOURS 3.0

PREREQUISITES consent of instructor

DESCRIPTION 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 Communication Campaigns

CREDIT HOURS 3.0

DESCRIPTION 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 and Narrative Analysis

CREDIT HOURS 3.0

DESCRIPTION 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 and Cultural Studies

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 Communication Research Methods

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION Philosophy and practice of qualitative methods in communication; problems and projects.

COMM 8420 Media Historiography

CREDIT HOURS 3.0

DESCRIPTION Examination of theoretical and methodological approaches to researching media history.

COMM 8430 Media Industries

CREDIT HOURS 3.0

DESCRIPTION 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 8530 History of Rhetorical Theory I

CREDIT HOURS 3.0

DESCRIPTION Develop familiarity with the origins and evolution of rhetorical theory prior to the mid twentieth century, with an emphasis on major theoretical innovations.

COMM 8535 History of Rhetorical Theory II

CREDIT HOURS 3.0

DESCRIPTION Development of theoretical skills for analyzing rhetorical artifacts, with an emphasis on theoretical innovations post-1965.

COMM 8540 Rhetorical Criticism I

CREDIT HOURS 3.0

DESCRIPTION Introduction to the practice of rhetorical criticism and to the grammars associated with the analysis of various types of text.

COMM 8545 Rhetorical Criticism II

CREDIT HOURS 3.0

DESCRIPTION Review of rhetorical criticism in major debates and controversies.

COMM 8640 Television Studies

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION Examination of qualitative theories and methodological approaches for researching media reception by audiences.

COMM 8690 Media and Cultural Studies

CREDIT HOURS 3.0

DESCRIPTION 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 in Mass Communication Theory

CREDIT HOURS 3.0

DESCRIPTION Mass communication theories from individual, organizational, and societal perspectives.

COMM 8730 Seminar in International Media and Culture

CREDIT HOURS 3.0

PREREQUISITES COMM 6650

DESCRIPTION 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 International Political Economy of the Media

CREDIT HOURS 3.0

PREREQUISITES COMM 6650

DESCRIPTION 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 Comparative Studies in Emerging Media

CREDIT HOURS 3.0

DESCRIPTION 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 Communication

CREDIT HOURS 1.0 - 20.0

DESCRIPTION

COMM 8790 Seminar in Public Communication

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 1.0 - 3.0

PREREQUISITES Eligibility criteria may be obtained from the Department of Communication Internship Coordinator

DESCRIPTION Professional field experience with an organization in the student's area of concentration. Only Ph.D. students may enroll.

COMM 8980 Special Topics

CREDIT HOURS 3.0

PREREQUISITES consent of instructor

DESCRIPTION

COMM 9999 Doctoral Dissertation Research

CREDIT HOURS 1.0 - 20.0

PREREQUISITES consent of instructor

DESCRIPTION

CSD 6480 Hearing Science and Disorders

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION 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.

CSD 6490 Audiologic Rehabilitation

CREDIT HOURS 3.0

PREREQUISITES CSD 4480 or CSD 6480 with a minimum grade of "C" or consent of instructor

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION 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.

CSD 7450 Language Disorders in Young Children

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION 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.

CSD 7455 Language Disorders in School Age Children

CREDIT HOURS 3.0

PREREQUISITES SPCH 4400 or COMM 6400 or consent of instructor

DESCRIPTION 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.

CSD 7510 Neuroscience for Communication

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION 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.

CSD 7520 Speech Sound Disorders

CREDIT HOURS 3.0

PREREQUISITES Phonetics (Spch 3000) with a minimum grade of "C"

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION 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.

CSD 7530 Voice Science and Disorders

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION 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. Laboratory participation required.

CSD 7540 Fluency Disorders

CREDIT HOURS 3.0

PREREQUISITES Restricted to students majoring in communication sciences and disorders

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION 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.

CSD 7550 Acquired Aphasia

CREDIT HOURS 3.0

PREREQUISITES CSD 7510 with a minimum grade of "C" or consent of instructor

DESCRIPTION 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.

CSD 7560 Diagnostic Methods of Speech and Language Disorders

CREDIT HOURS 3.0

PREREQUISITES CSD 7630 with minimum grade of "B" or consent of instructor; and restricted to students majoring in communication disorders

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION 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.

CSD 7570 Advanced Audiological Assessment

CREDIT HOURS 3.0

PREREQUISITES CSD 4480 or CSD 6480 with a minimum grade of "C" and CSD 4490 or CSD 6490 with a minimum grade of "C" or consent of instructor

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION 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. Laboratory participation required.

CSD 7590 Contemporary Issues in Communication Disorders

CREDIT HOURS 2.0

PREREQUISITES Restricted to students majoring in communication disorders

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION 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.

CSD 7600 Swallowing and Swallowing Disorders

CREDIT HOURS 3.0

PREREQUISITES CSD 7510 and CSD 7530

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION 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.

CSD 7610 Motor Speech Disorders

CREDIT HOURS 3.0

PREREQUISITES CSD 7510 with a minimum grade of "C" or consent of instructor

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION 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.

CSD 7630 Fundamentals of Clinical Practice

CREDIT HOURS 2.0

PREREQUISITES Restricted to students majoring in Communication Sciences and Disorders

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION 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. Laboratory participation required.

CSD 7700 Observational Experiences in Communication Disorders

CREDIT HOURS 1.0 - 2.0

PREREQUISITES Consent of instructor

DESCRIPTION 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).

CSD 7840 Research Methods in Communication Disorders

CREDIT HOURS 3.0

REQUIREMENTS A minimum Grade of "B" is required for this course

DESCRIPTION This course focuses on historical, current, and future research directions in Speech and Language Pathology, as well as research methodology. Emphasis will be placed on translation of research into clinical practice.

CSD 7910 Clinical Practicum in Communication Disorders

CREDIT HOURS 1.0 - 3.0

PREREQUISITES CSD 7630 with a minimum grade of "B" or consent of instructor

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION During this practicum, students provide speech and language services to a variety of clients in the university's Speech-Language-Hearing Clinic. Emphasis is placed on the application of course work to the evaluation and treatment of individuals with communication disorders. (Repeatable).

CSD 7950 Communication Disorders Medical Internship

CREDIT HOURS 3.0 - 9.0

PREREQUISITES CSD 7910 with a minimum grade of "B" and consent of instructor

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION In this intensive, full-time practicum experience, the student evaluates and treats individuals with communication disorders in a medical setting such as a hospital, rehabilitation center, or health care facility. (Repeatable).

CSD 7951 Communication Disorders School Internship

CREDIT HOURS 3.0 - 9.0

PREREQUISITES CSD 7910 with a minimum grade of "B" and consent of the instructor

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION In this intensive, full-time practicum experience, the student evaluates and treats individuals with communication disorders in a school setting. (Repeatable).

CSD 7990 Master's Thesis

CREDIT HOURS 1.0 - 6.0

PREREQUISITES Communication Sciences and Disorders major

DESCRIPTION Students earn credit for supervised development and preparation of the project or thesis for the M.Ed. degree with a major in communication sciences and disorders.

CSD 8310 Advanced Studies in Language Development

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION 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.

CSD 8330 Acquired Neurocognitive-Communication Disorders

CREDIT HOURS 3.0

PREREQUISITES Either COMM 6400 or consent of instructor

DESCRIPTION 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.

CSD 8800 Global Perspectives in Communication Disorders

CREDIT HOURS 3.0

PREREQUISITES consent of instructor

DESCRIPTION This course prepares graduate students to provide services to individuals with communication disorders in a global context. Students gain multicultural experiences as a result of travel to another country. Students develop skills to support the learning of individuals from diverse racial, cultural, ethnic, and socioeconomic backgrounds. Students will develop global perspectives and comparative knowledge of educational, clinical and medical systems in other counties. (Repeatable).

CSD 8810 Directed Readings in Communication Sciences and Disorders

CREDIT HOURS 1.0 - 3.0

PREREQUISITES Consent of Instructor

DESCRIPTION This course is designed for individual projects or readings. Students intensively study and/or apply knowledge in selected areas of communication sciences and disorders through focused readings or special projects. The goal of the course is to give students opportunities to acquire knowledge and understanding of specific topics complementing required and elective courses in their planned programs of study. (Repeatable).

CSD 8850 Independent Study in Communication Sciences and Disorders

CREDIT HOURS 1.0 - 3.0

PREREQUISITES Consent of Instructor

DESCRIPTION This course is highly personalized to meet the needs and career interests of the student. Students intensively study and/or apply knowledge in selected areas of communication sciences and disorders through focused readings, special projects, or research. The goal of the course is to give students opportunities to acquire knowledge and understanding of specific topics complementing required and elective courses in their planned programs of study. (Repeatable).

CSD 8970 Research Seminar in Communication Sciences and Disorders

CREDIT HOURS 1.0

PREREQUISITES Consent of Instructor

DESCRIPTION Students discuss selected topics in Communication Sciences and Disorders. (Repeatable).

CSD 9930 Grant Writing in the Social and Behavioral Sciences

CREDIT HOURS 3.0

PREREQUISITES Consent of Instructor

DESCRIPTION Students will become familiar with federal agencies and basics of writing a fundable proposal. Students will prepare a grant proposal of quality for submission to federal agencies supporting research in the behavioral and health sciences.

CSD 9990 Dissertation

CREDIT HOURS 1.0 - 18.0

PREREQUISITES Consent of Instructor

DESCRIPTION This course involves the research and writing of a doctoral dissertation. 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. (Repeatable).

CIS 8000 Information Technology Project Management

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1, 2, 3, 4, 5, 6, 7, 8

DESCRIPTION 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 8005 Data Programming for Analytics

CREDIT HOURS 3.0

DESCRIPTION Prerequisites. MRM 8000. This course builds upon the student's foundation of programming principles through the introduction of application programming for data analysis. Major areas covered include inheritance and polymorphism, common programming data structures, and file and database access. Students will implement data analysis applications, which will be evaluated according to advanced programming principles. The programming language will be noted in the course listing for each semester.

CIS 8010 Process Innovation

CREDIT HOURS 3.0

REQUIREMENTS CSP: 1, 4, 5, 7

DESCRIPTION Prequisites: None. 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 HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1, 2, 3, 7

DESCRIPTION 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 techniques for systems integration as well as proven management practices for integration projects.

CIS 8025 Mobile Application Development

CREDIT HOURS 3.0

PREREQUISITES CIS 3270 or equivalent

REQUIREMENTS CSP 1, 2, 3, 4, 5, 6, 7, 8

DESCRIPTION This course introduces students to the design and implementation of Android and iOS applications for mobile devices. Students learn how to set up development environments for both platforms and will develop an app for both platforms. In addition, web application development related to mobile apps will be discussed, This course covers object-oriented programming concepts as well as programming languages used for Android and iOS application development.

CIS 8030 Software Requirements Management

CREDIT HOURS 3.0

PREREQUISITES CIS 3210 or CIS 3215 or CIS 3260 or CIS 3270

DESCRIPTION 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 specification. Students are also exposed to emerging topics such as components, patterns and reuse that promise major improvements in software development productivity.

CIS 8040 Fundamentals of Database Management Systems

CREDIT HOURS 3.0

PREREQUISITES CIS 3210 or CIS 3260

REQUIREMENTS CSP: 1, 2, 3, 4, 5, 6, 7, 8

DESCRIPTION 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 8045 Unstructured Data Management

CREDIT HOURS 3.0

PREREQUISITES CIS 8040

DESCRIPTION This course addresses the unstructured data management skills needed for modern data analysis including those salient to big data and real-time data environments. The focus is on unstructured data and its environment. Unstructured data includes web data (blogs, text), user generated content, social media, location-aware data, and digital media among others. Topics covered include extraction methods for real time audio and video data, data capture, cleaning, representation, storage, queries, manipulation, and real-time data management. Also included as they apply to unstructured data environment are data security, governance, and visualization. Students will learn natural language processing and geo-spatial analytical tools.

CIS 8050 Mobile and Wireless Networks

CREDIT HOURS 3.0

PREREQUISITES None None

REQUIREMENTS CSP: 1, 2, 3, 4, 5, 6, 7, 8

DESCRIPTION Business Telecommunications and Networks. Formerly CIS 8170. 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 Management

CREDIT HOURS 3.0

PREREQUISITES CIS8010, and either MBA 8125 or CIS 8100

REQUIREMENTS CSP: 1, 2, 3, 4, 5, 6, 7, 8 (Same as CPI 8060)

DESCRIPTION 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 Mobile Health: Technologies and Applications

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1, 2, 3, 4, 5, 6, 7, 8

DESCRIPTION This course provides an in-depth coverage of mobile health and related technologies. This will include the emerging mobile health applications, health monitoring, medication adherence, independent living and the elderly, and smart health technologies in various healthcare setttings.

CIS 8080 Security and Privacy of Information and Information Systems

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1, 2, 3, 4, 5, 6, 7, 8 (Same as ACCT 8680)

DESCRIPTION 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 8085 Information and Information Systems Security Risk Management

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1, 2, 3, 4, 5, 6, 7, 8

DESCRIPTION This course develops knowledge and skills in risk based information security management geared toward preventive management and assurance of security of information and information systems in technology-enabled environments. It focuses on risk assessments, risk mitigation strategies, risk profiling and sensitivity, quantitative and qualitative models of calculating risk exposures, security controls and services, threat and vulnerability management, financing the cost of security risks, and return on investment for information security initiatives. The course presents several risk assessment models with an ultimate goal of identifying and realizing the unique and acceptable level of information risk for an organization.

CIS 8086 Protecting Information Assets

CREDIT HOURS 3.0

PREREQUISITES None

DESCRIPTION This course provides students with a foundation and understanding of IT auditing services focused on protecting information assets. Topics include security, integrity, and availability of information systems. The course will allow the student to establish the scope, control environments and identify risks associated with information assets. It will also cover the protection of assets involving state-of-the art technologies such as virtualization and cloud computing. Students will understand how assessing risk is an important first step in undertaking the proper examination of an organizations IT processes and technologies. Further, the course will cover latest standards and frameworks related to the auditing of information assets.

CIS 8088 Network Security and Hacking

CREDIT HOURS 3.0

PREREQUISITES CIS 8080 or approval of the program director

DESCRIPTION This course focuses on three specific aspects of data communication networks: 1) the technological underpinnings of data transmission over computer networks; 2) the known approaches to compromise and/or damage the networks; and 3) skills and methods necessary to prevent, detect and recover from network-based attacks. This course presents both theory and practice of network attack and defense and discusses contemporary tools, techniques and methodologies of attackers and defenders alike.

CIS 8090 Enterprise Architecture

CREDIT HOURS 3.0

PREREQUISITES CIS 8030

REQUIREMENTS CSP: 1, 2, 3, 4, 5, 6, 7, 8

DESCRIPTION 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 Management of Information Services

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1, 2, 3, 4, 5, 6, 7, 8

DESCRIPTION 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 8125 Information Technology Management

CREDIT HOURS 3.0

DESCRIPTION This course examines the use of information technology to position company operations to be effective, efficient and adaptable in the rapidly changing global economy while handing associated challenges, ethical concerns, and risks. Students will examine the role of information technology in contemporary business with respect to leadership, strategy, and digital content. The hands-on component will provide students with an opportunities to carry out related assignments on: data analytics; IT innovation; societal impacts; web analytics; social media; web analytics; and global sourcing.

CIS 8150 Machine Learning for Analytics

CREDIT HOURS 3.0

DESCRIPTION The course will cover theory, methods, and tools for automated inference from data. This introductory course will include (1) supervised learning, (2) unsupervised learning methods, (3) graphical structure models, and (4) deep learning. The course will prepare students in the fundamentals of machine learning, as well as provide practical skills in apply current software tools to machine inference from large data sets.

CIS 8200 Information Systems Strategy

CREDIT HOURS 3.0

PREREQUISITES CIS 8000 or MBA 8125

REQUIREMENTS CSP: 1, 4, 5, 6, 7

DESCRIPTION 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 HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1, 2, 3, 4, 5, 6, 7, 8

DESCRIPTION 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 International Information Technology Issues and Policy

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1, 2, 4, 5, 6

DESCRIPTION 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 8300 Software Quality Management

CREDIT HOURS 3.0

PREREQUISITES CIS 8030

REQUIREMENTS CSP: 1, 2, 3, 4, 5, 6, 7, 8

DESCRIPTION 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 8388 Capstone Project for MSISAC Program

CREDIT HOURS 1.0 - 3.0

PREREQUISITES Department approval

REQUIREMENTS CSP: 1, 2, 3, 4, 5, 6, 7, 8

DESCRIPTION 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 Directed Readings in Information Systems

CREDIT HOURS 1.0 - 3.0

PREREQUISITES Consent of the instructor, good academic standing

DESCRIPTION Open to CIS majors only. Required for MS/CIS thesis option.

CIS 8391 Field Study in Computer Information Systems

CREDIT HOURS 1.0 - 6.0

PREREQUISITES Department Approval and a GPA 3.3 or greater

REQUIREMENTS CSP: As req

DESCRIPTION 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 8392 Advanced Topics in Big Data Analytics

CREDIT HOURS 1.0 - 3.0

REQUIREMENTS Permission of instructor

DESCRIPTION This course allows for in-depth study of emerging or advanced topics in big data management and analytics. Examples of topics that could be covered include new applications of analytics in specific domains such as health and IT Audit, as well as new technologies for big data management and analytics. Emphasis will be placed on readings from professional literature, lectures, case studies and projects. The specific topic may vary from term to term as may the associated course prerequisites. This course may be repeated for credit in different topics.

CIS 8393 Advanced Topics in Enterprise Systems

CREDIT HOURS 1.0 - 3.0

REQUIREMENTS Permission from instructor

DESCRIPTION This course allows for in-depth study of emerging or advanced topics in enterprise systems. Examples of topics that could be covered include new technologies like in memory computing, user experience design or methodologies like design thinking. Emphasis will be placed on readings from professional literature, lectures, case studies and projects. The specific topic may vary from term to term as may the associated course prerequisites. This course may be repeated for credit in different topics.

CIS 8394 Advanced Topics in Cybersecurity

CREDIT HOURS 1.0 - 3.0

REQUIREMENTS Permission of instructor

DESCRIPTION This course allows for in-depth study of emerging or advanced topics in cybersecurity. Examples of topics that could be covered include new technologies and cybersecutiy in specifc domains and environments like enterprise systems and cloud computing. Emphasis will be placed on readings from professional literature, lectures, case studies and projects. The specific topic may vary from term to term as may the associated course prerequisites. This course may be repeated for credit in different topics.

CIS 8630 Business Computer Forensics and Incident Response

CREDIT HOURS 3.0

PREREQUISITES ACCT 8680 or CIS 8080

REQUIREMENTS CSP: 1, 6, 7

DESCRIPTION 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 Services Management and Governance

CREDIT HOURS 3.0

PREREQUISITES Permission of the program director

REQUIREMENTS CSP: 1, 2, 3, 4, 5, 6, 7, 8

DESCRIPTION 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 Enterprise Resource Planning Systems: Implementation and Management

CREDIT HOURS 3.0

REQUIREMENTS CSP: 1, 2, 3, 4, 5, 6, 7, 8

DESCRIPTION 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 8672 ERP Business Process Scenario and Process Analysis

CREDIT HOURS 3.0

PREREQUISITES Permission of the program director

REQUIREMENTS CSP: 1, 2, 3, 4, 5, 6, 7, 8

DESCRIPTION This course will explore the concepts of organizational structure, master data, transactional data, business scenarios and processes, and business process integration points. Examples of business scenarios and their associated processes are Record to Report (Financial Accounting), Order to Cash (Sales and Distribution), Procure to Pay (Materials Management: Procurement, Inventory, and Warehouse Management), Manufacturing (Production Planning), and Hire to Retire (Human Capital Management). Understanding the integration points between business processes is critical to properly set up and maintain the ERP end state design. Examples include the integration between the Order to Cash post goods issue transaction and Inventory Management and Financial Accounting.

CIS 8674 ERP Customization

CREDIT HOURS 3.0

PREREQUISITES Permission of program director

REQUIREMENTS CSP: 1, 2, 3, 4, 5, 6, 7, and 8

DESCRIPTION This course will explore the concepts and tools for customizing ERP solutions to meet the enterprises business requirements. Customizing allows the enterprise to ensure that the ERP end state design properly reflects the enterprises organizational structure and master data and business process requirements. For example, the Order to Cash (OTC) scenario configuration is used to create and maintain the organizational and master data elements. Next, the OTC business processes are configured to leverage the ERP standard functionality. Lastly, when the business requirements cannot be met by the standard functionality, additional customization may be required.

CIS 8676 ERP Technologies

CREDIT HOURS 3.0

PREREQUISITES Permission of program director

REQUIREMENTS CSP: 1, 2, 3, 4, 5, 6, 7, and 8

DESCRIPTION This course will explore state-of-the-art technologies for running an enterprise resource planning (ERP) system. These technologies include Solution Manager, Personas, Mobility, HANA, and Cloud Computing which dramatically reduce total cost of ownership (TCO). Solution Manager supports project implementations, technology and applications, and business operations. Personas provides capabilities to personalize ERP user screens resulting in improved productivity. Mobillity features help increase workforce productivity by deploying solutions, such as sales and analytics, to mobile devices. The High-Performance Analytic Appliance (HANA) is an in-memory database system that allows exponentially faster query execution.

CIS 8690 Advanced Topics in Information Systems

CREDIT HOURS 3.0

PREREQUISITES CIS 8000 and others depending on the topic

DESCRIPTION This course addresses emerging or advanced topics in information systems and services such as IT operations management, IT sourcing, cloud computing, and other emerging technology concepts. The specific topic may vary from term to term as may the associated course prerequisites. The specific topic may vary from term to term as may the associated course prerequisites. This course is repeatable for different topics.

CIS 8695 Managing Big Data for Analytics

CREDIT HOURS 3.0

REQUIREMENTS CSP: 1, 2, 3, 4, 5, 6, 7, 8

DESCRIPTION Prerquiiste. Permission of the program director. The course introduces techniques for the management and use of big data for a datarich business environment. The course covers the tools for collecting and managing large volumes of structured and unstructured data from organizatonal and external systems to successfully design, build, evaluate and implement decision aids for a variety of practical business applications. The course will also use a variety of state-of-the-art software for the collection, organization, analysis, and visualization of large structured and unstructured databases.

CIS 8795 IT Infrastructure for Big Data

CREDIT HOURS 3.0

PREREQUISITES CIS 3270 or equivalent

COREQUISITES CIS 8040

DESCRIPTION CSP: 1, 2, 3, 4, 5, 6, 7, 8. This course covers IT infrastructure needed to manage Big Data including distributed data infrastructure design and usage, and parallel processing large-scale data over computing grids. Managerial and strategic concerns of big data grids will be introduced. Students will design and implement distributed data storage and processing schemes, and demonstrate their effectiveness with Big Data applications.

CIS 8990 MS-CIS Thesis Research

CREDIT HOURS 0.0 - 6.0

PREREQUISITES CIS 8000 and CIS 8010 and CIS 8020 and CIS 8030 and CIS 8040 and CIS 8050 and CIS 8389; and consent of instructor

DESCRIPTION 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 Information Systems Technology

CREDIT HOURS 3.0

PREREQUISITES None

DESCRIPTION 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 Information Systems Development

CREDIT HOURS 3.0

PREREQUISITES None

DESCRIPTION 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 Information Systems Management

CREDIT HOURS 3.0

PREREQUISITES None

DESCRIPTION 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 in Information Systems

CREDIT HOURS 3.0

PREREQUISITES RCB doctoral standing or consent of instructor

DESCRIPTION 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 Advanced Seminar in Information Technologies and Systems

CREDIT HOURS 3.0

DESCRIPTION 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.

CSC 6110 Introduction to Embedded Systems Laboratory

CREDIT HOURS 4.0

PREREQUISITES CSC 3210 for CSc student or PHYS 3500 for Physics students or equivalent course work with consent of instructor

DESCRIPTION (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 HOURS 4.0

PREREQUISITES CSC 3320 and MATH 3030

DESCRIPTION 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 HOURS 4.0

PREREQUISITES CSC 3210

DESCRIPTION Logic design, combinatorial and sequential circuits, input-output devices, memory, processors, controllers, parallel architectures, bit-slicing, reduced instruction sets.

CSC 6220 Computer Networks

CREDIT HOURS 4.0

PREREQUISITES CSC 3320 and MATH 3030

DESCRIPTION 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 Networks and Mobile Computing

CREDIT HOURS 4.0

PREREQUISITES CSC 4220 with grade of C or higher, or equivalent

DESCRIPTION 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 Introduction to Information Security

CREDIT HOURS 4.0

PREREQUISITES CSC 4220 or CSC 6220 with a grade of C or higher

DESCRIPTION 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 HOURS 4.0

PREREQUISITES CSC 4220

DESCRIPTION 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 HOURS 4.0

PREREQUISITES CSC 3410

DESCRIPTION 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 Introduction to Digital Signal Processing

CREDIT HOURS 4.0

PREREQUISITES CSC 4210 or CSC 6210

DESCRIPTION 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 and Distributed Computing

CREDIT HOURS 4.0

PREREQUISITES CSC 3210 and CSC 3320

DESCRIPTION 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 HOURS 4.0

PREREQUISITES CSC 3320

DESCRIPTION Introduction to operating systems concepts. Topics may include multiprogramming, resources allocation and management, and their implementation.

CSC 6330 Programming Language Concepts

CREDIT HOURS 4.0

PREREQUISITES CSC 3210 and CSC 3410

DESCRIPTION Fundamental programming language concepts, including syntax versus semantics, binding time, scopes, and storage management.

CSC 6340 Introduction to Compilers

CREDIT HOURS 4.0

PREREQUISITES CSC 4330 or CSC 6330

DESCRIPTION Survey of topics related to compiler design, including parsing, table processing, code generation, and optimization.

CSC 6350 Software Engineering

CREDIT HOURS 4.0

PREREQUISITES CSC 3410

DESCRIPTION Techniques used in large scale scientific or technical software development, including requirements analysis, specification, systems design, implementation, testing, validation, verification, and maintenance.

CSC 6360 Mobile Application Development

CREDIT HOURS 4.0

PREREQUISITES CSC 3410 with C or better grade

DESCRIPTION Crosslisted with CSC 4360. This course will cover the technologies, tools, frameworks and languages that are most commonly used in developing mobile applications for multiple mobile platforms. Topics include mobile application design, user interfaces, mobile application demographic and platform delivery, mobile networking, hosting infrastructure, and mobile security.

CSC 6370 Web Programming

CREDIT HOURS 4.0

PREREQUISITES CSC 2310

DESCRIPTION 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 HOURS 4.0

PREREQUISITES CSC 2310

DESCRIPTION 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 HOURS 4.0

PREREQUISITES CSC 2510

DESCRIPTION Theory of computing devices and the languages they recognize.

CSC 6520 Design and Analysis of Algorithms

CREDIT HOURS 4.0

PREREQUISITES CSC 3410 and MATH 3030

DESCRIPTION Techniques for designing efficient algorithms; analysis of algorithms; lower bound arguments; and algorithms for sorting, selection, graphs, and string matching.

CSC 6610 Numerical Analysis I

CREDIT HOURS 3.0

PREREQUISITES MATH 2215 and the ability to program in a high-level language

DESCRIPTION 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 HOURS 3.0

PREREQUISITES MATH 3030 or MATH 3435, and the ability to program in a high-level language

DESCRIPTION (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 Introduction to Matlab Programming

CREDIT HOURS 4.0

DESCRIPTION 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 HOURS 4.0

PREREQUISITES BIOL 3800 or written approval of instructor

DESCRIPTION (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 Introduction to Bioinformatics

CREDIT HOURS 4.0

PREREQUISITES CSC 3410, BIOL 1103K, and CHEM 1211K

DESCRIPTION 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 HOURS 4.0

PREREQUISITES CSC 3410

DESCRIPTION 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 Interaction

CREDIT HOURS 4.0

PREREQUISITES CSC 2310

DESCRIPTION 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 HOURS 4.0

PREREQUISITES for computer science majors, CSC 2310 with grade of C or higher, or equivalent; for all other majors, consent of instructor

DESCRIPTION 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 HOURS 4.0

PREREQUISITES CSC 3410

DESCRIPTION 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 6741 Data Mining for Analytics

CREDIT HOURS 3.0

DESCRIPTION Introduction to data mining techniques for structured as well as unstructured data including text mining. Topics will include data cleaning and pre-processing, association rules mining, cluster analysis, and classification methods. The course will have numerous hands-on programming projects.

CSC 6750 Semantic Web

CREDIT HOURS 4.0

PREREQUISITES CSC 3410 with a grade of C or better

DESCRIPTION Crosslisted with CSC 6750. In-depth overview of the Semantic Web and how it can be applied. Major topics include core technical components and language constructs for the Semantic Web, linked data concepts/projects and RDF triple stores, and real world semantic Web applications.

CSC 6760 Big Data Programming

CREDIT HOURS 4.0

PREREQUISITES CSC 3410 with grade of C or better

DESCRIPTION Crosslisted with CSC 6760. This course will cover the technologies, tools, frameworks and languages that are most commonly used in Big Data Programming. Focus will be on algorithms for analyzing and mining massive datasets, graphs and social network data. Topics include the storage, management, processing and analysis of massive datasets, as well as Big Data governance, security, and privacy issues.

CSC 6810 Artificial Intelligence

CREDIT HOURS 4.0

PREREQUISITES CSC 3410 and CSC 4330 or CSC 6330

DESCRIPTION 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 HOURS 4.0

PREREQUISITES CSC 2310

DESCRIPTION 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 HOURS 4.0

PREREQUISITES CSC 2310

DESCRIPTION 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 HOURS 4.0

DESCRIPTION (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 HOURS 4.0

DESCRIPTION The basics of three-dimensional computer animation including 3D modeling, lighting, texture mapping, key framing, character animation, rigid and soft body dynamics, particles, cloth, hair, fluid, etc.

CSC 6980 Topics in Computer Science

CREDIT HOURS 4.0

PREREQUISITES Consent of Instructor

DESCRIPTION Selected topics in Computer Science will be covered. Topics include the latest advances in computing.

CSC 7350 Programming for Bioinformatics

CREDIT HOURS 3.0

DESCRIPTION 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 Systems Programming for Bioinformatics

CREDIT HOURS 3.0

DESCRIPTION Prerequisite CSC 7350. An introduction to programming at the level of the operating system. Topics include shell scripting and C programming with an emphasis on bioinformatics applications.

CSC 7352 Data Structures for Bioinformatics

CREDIT HOURS 3.0

PREREQUISITES CSC 7351

DESCRIPTION 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 HOURS 3.0

PREREQUISITES MATH 4544 or MATH 6544 or BIOL 4744 or BIOL 6744, or its equivalent

DESCRIPTION (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 Architecture

CREDIT HOURS 4.0

PREREQUISITES CSC 4210 or CSC 6210

DESCRIPTION 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 HOURS 4.0

PREREQUISITES CSC 4220/6220, or consent of the instructor

DESCRIPTION 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 and Wireless Networks

CREDIT HOURS 4.0

PREREQUISITES CSC 4220/6220

DESCRIPTION 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 HOURS 4.0

PREREQUISITES CSC 4220 or CSC 6220

DESCRIPTION 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 HOURS 4.0

PREREQUISITES CSC 4220 or CSC 6220

DESCRIPTION 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 8250 Advanced Netowrk Architectures and Protocols

CREDIT HOURS 4.0

PREREQUISITES CSC 4220 or CSC 6220

DESCRIPTION This course covers the state-of-art network architectures, protocols, and algorithms. It starts with reviewing issues associated with the network design principles, protocol mechanisms, and implementation techniques. 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. In addition, 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 Architecture and Protocols

CREDIT HOURS 4.0

PREREQUISITES CSC 4220/6220

DESCRIPTION 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 Advanced Image Processing

CREDIT HOURS 4.0

PREREQUISITES CSC 4260/6260

DESCRIPTION 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 HOURS 4.0

PREREQUISITES CSC 4210/6210

DESCRIPTION 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 HOURS 4.0

PREREQUISITES CSC 4320/6320

DESCRIPTION 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 HOURS 4.0

PREREQUISITES CSC 4350/6350

DESCRIPTION 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 HOURS 4.0

PREREQUISITES CSC 4320/6320 or CSC 4210/6210 or CSC 4220/6220

DESCRIPTION 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 Combinatorics and Graph Theory

CREDIT HOURS 3.0

PREREQUISITES CSC 4520/6520

DESCRIPTION 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 HOURS 4.0

PREREQUISITES CSC 6520

DESCRIPTION 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 Bioinformatics

CREDIT HOURS 4.0

PREREQUISITES CSC 4520 or CSC 6520 with grade of B or higher

DESCRIPTION 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 with Applications to Networks

CREDIT HOURS 4.0

PREREQUISITES CSC 4520/CSC 6520

DESCRIPTION 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 Discrete Approximation Algorithms and Metaheuristics

CREDIT HOURS 4.0

PREREQUISITES CSC 4520 or CSC 6520 with a grade of C or higher

DESCRIPTION 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 HOURS 3.0

PREREQUISITES MATH 4435/6435 and CSC 4610/6610

DESCRIPTION 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 HOURS 3.0

PREREQUISITES MATH 4435/6435 and CSC 4610/6610

DESCRIPTION Computational aspects of linear algebra. Matrix factorization, least squares, orthogonal transformations, eigenvalues, and methods for sparse matrices.

CSC 8630 Advanced Bioinformatics

CREDIT HOURS 4.0

PREREQUISITES CSC 6640 or equivalent, ability to program in Java or C++ or equivalent, and consent of instructor

DESCRIPTION (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 Deductive Databases and Logic Programming

CREDIT HOURS 4.0

PREREQUISITES CSC 4710/6710

DESCRIPTION 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 HOURS 4.0

PREREQUISITES CSC 4710/6710, or consent of instructor

DESCRIPTION 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 HOURS 4.0

PREREQUISITES CSC 6710

DESCRIPTION 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 8713 Spatial and Scientific Databases

CREDIT HOURS 4.0

PREREQUISITES CSC 6710

DESCRIPTION This course will cover a number of advanced concepts: spatial databases, high-dimensional data indexing (with applications in Content-based Image Retrieval through kNN querying), data warehouses, and an introduction to emerging spatio-temporal database systems. The lectures will provide graduate students with sufficient foundation to conduct their own, but supervised research in the field of databases at the graduate level. Students will gain hands on experience on the chosen aspect of database systems through completion of an individual graduate research project.

CSC 8720 Advanced Human-Computer Interaction

CREDIT HOURS 4.0

PREREQUISITES CSC 4350/6350 and CSC 4720/6720

DESCRIPTION Current trends in user interface technology; topics include alternative interaction devices, user interface tools, and interface modeling techniques.

CSC 8740 Advanced Data Mining

CREDIT HOURS 4.0

PREREQUISITES CSC 6710 and CSC 6740 with a B or better grade

DESCRIPTION Advanced concepts in data mining: sequence data analysis, time-series data classification and forecasting (with usage of dynamic time warping and kNN classifiers), high-dimensional data analysis (with applications to high-dimensional data indexing), and emerging area of spatio-temporal patterns discovery. The lectures will provide students with sufficient foundation to conduct their own, but supervised research on the challenges of mining unconventional data (e.g. image, time-series, or spatiotemporal data) from massive real-life data repositories.

CSC 8810 Computational Intelligence

CREDIT HOURS 4.0

PREREQUISITES CSC 4810/6810

DESCRIPTION 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 HOURS 4.0

PREREQUISITES CSC 4820/CSC 6820

DESCRIPTION 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 Modeling and Simulation Theory and Application

CREDIT HOURS 4.0

PREREQUISITES programming maturity is assumed

DESCRIPTION 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 8850 Machine Learning Prerequisite: CSC 4520/6520

CREDIT HOURS 4.0

DESCRIPTION This course is intended to provide a general introduction to machine learning. This course will cover the fundamental concepts and principles of supervised learning and unsupervised learning, including concept learning, decision tree, artificial neural network, evaluating hypotheses, bayesian learning, instance-based learning, genetic algorithm, support vector machine, reinforcement learning, clustering algorithm, feature selection and feature extraction. Students will understand the basic knowledge of machine learning, be familiar with various supervised learning and unsupervised learning methods, gain experience of designing and implementing machine learning methods for dataset with different characteristics, and develop abilities of conducting research in machine learning. 4.000 Credit hours.

CSC 8900 Seminar in Computer Science

CREDIT HOURS 1.0

DESCRIPTION Discussion of current research in computer science.

CSC 8901 Perspectives in Computer Science

CREDIT HOURS 1.0

DESCRIPTION For the Course Only Option in the M.S. degree, this seminar course is required. This course covers the topics in central areas of computer science, recent developments and future directions. 1.000 Credit Hours.

CSC 8910 Computer Science Topics Seminar

CREDIT HOURS 1.0 - 3.0

DESCRIPTION May be repeated if topic varies.

CSC 8920 Computer Science Teaching Pedagogy

CREDIT HOURS 1.0

PREREQUISITES consent of instructor

DESCRIPTION The course covers pedagogical issues related to teaching computer science courses.

CSC 8930 M.S. Project

CREDIT HOURS 1.0 - 4.0

PREREQUISITES consent of project advisor

DESCRIPTION This course will fulfill the project option in the M.S. degree.

CSC 8940 Computer Science Internship

CREDIT HOURS 1.0 - 9.0

DESCRIPTION The course will require to document and present the project the student worked on during the internship.

CSC 8950 Directed Research in Computer Science

CREDIT HOURS 1.0 - 4.0

PREREQUISITES consent of instructor

DESCRIPTION

CSC 8980 Topics in Computer Science

CREDIT HOURS 4.0

PREREQUISITES consent of instructor

DESCRIPTION May be taken more than once if topics are different.

CSC 8981 Research in Computer Science

CREDIT HOURS 1.0 - 15.0

PREREQUISITES consent of instructor

DESCRIPTION May be repeated.

CSC 8982 Lab in Computer Science

CREDIT HOURS 1.0 - 15.0

PREREQUISITES consent of instructor

DESCRIPTION May be repeated.

CSC 8999 Thesis Research

CREDIT HOURS 1.0 - 9.0

PREREQUISITES consent of thesis advisor

DESCRIPTION

CSC 9900 Seminar in Computer Science

CREDIT HOURS 1.0

DESCRIPTION One lecture hour a week. Discussion of current research in computer science.

CSC 9999 Doctoral Dissertation Research

CREDIT HOURS 1.0 - 20.0

DESCRIPTION

CPS 6010 Professional Identity and Ethics in Mental Health Counseling

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION 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 10 hour growth group process is a required component of this class.

CPS 6020 Introduction and Professional Orientation to Elementary and Middle School Counseling

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION This course provides an overview of the unique issues, history, and ethical/legal concerns of the counseling profession, with an emphasis on the specialty of elementary and middle school counseling. Students become familiar with multicultural diversity, research, technology, professional counselor preparation standards, and professional/organizational issues as they apply to the professional school counselor and counseling profession.

CPS 6030 Introduction and Professional Orientation to Secondary School Counseling

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION This course provides an overview of the unique issues, history, and ethical/legal concerns of the counseling profession, with an emphasis on the specialty of secondary school counseling. Students become familiar with multicultural diversity, research, technology, professional counselor preparation standards, and professional/organizational issues as they apply to the professional school counselor and counseling profession.

CPS 6040 Introduction to School Psychological Services

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION This course provides an overview of the unique issues of the specialty of school psychological services, including history and ethical/legal concerns. Students become familiar with multicultural diversity, research, and professional/ organizational issues as they apply to the school psychologist.

CPS 6050 Introduction to Professional Identity, Practice, and Ethics for Rehabilitation Counselors

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION This course provides an overview of the unique topics associated with the specialty of clinical 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 clinical rehabilitation counselors. A 10 hour growth group process is a required component of this class.

CPS 6150 Ethical and Legal Standards in Counseling and Psychological Services

CREDIT HOURS 2.0 - 3.0

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION This course provides the rationale of basic ethical, legal, and practical professional standards governing practice in school counseling and school psychology, especially as defined by the American Counseling Association, American School Counselor Association, American Psychological Association, and the National Association of School Psychologists. Roles and responsibilities of counselors and pyschologists within multidisciplinary P-12 schools, community organizations, agencies, and private practice settings are discussed, as well as professional credentialing, public policy, and advocacy issues. Emphasis is placed on practice within schools, private practices, agencies, and organizational settings. A 10 hour growth group process is a required component of this class.

CPS 6410 Basic Counseling Skills

CREDIT HOURS 3.0

REQUIREMENTS Students are graded as satisfactory (S)/unsatisfactory (U)

DESCRIPTION A minimum grade of "S" is required for passing this course. 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.

CPS 6450 Group Counseling Systems

CREDIT HOURS 3.0

PREREQUISITES CPS 6410 with a minimum grade of "S"

REQUIREMENTS Course is graded as satisfactory/unsatisfactory

DESCRIPTION A minimum grade of "S" is required for this course. This course provides the opportunity to learn and apply various systems for group counseling, skills related to group leadership, member participation, goals of selected group systems, multicultural diversity issues affecting group systems, research relevant to group leadership and group systems, and ethical and legal issues related to group counseling.

CPS 7000 CPS 7000 Consultation, Advocacy, and Leadership in Mental Health Counseling

CREDIT HOURS 3.0

DESCRIPTION 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 Counseling Systems and Interventions

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION This course addresses current theories and emerging positions in counseling and psychotherapy with special emphasis on psychological change strategies and the techniques commonly used in implementing those strategies.

CPS 7300 Career Theory, Assessment, and Intervention

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION This course is an introductory course of career theory, assessment, and intervention. Course contents include (a) classic and contemporary career development and counseling theories, (b) career assessment, (c) multicultural career issues, and (d) career counseling and intervention. Students are expected to learn how to apply career theories and assessments in counseling with various populations.

CPS 7340 Social/Cultural Issues in Counseling and Psychological Services

CREDIT HOURS 2.0 - 3.0

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION This course enhances and advances the knowledge, skill, and sensitivity to diverse populations in the counseling process. The student learns the effects of culture, ethnicity, race, and gender on the development and functioning of the client as well as the attitude of the therapist.

CPS 7430 Assessment of Rehabilitation Potential

CREDIT HOURS 3.0

PREREQUISITES CPS 6050 with a minimum grade of "B"

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION This course outlines assessment techniques for measuring intelligence, personality, interests and aptitudes in children, adolescents, and adults. Job placement, job analysis, labor market surveys, life care and rehabilitation planning, and case management issues are included.

CPS 7450 Educational and Psychological Appraisal

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade "C" is required for this course

DESCRIPTION This course covers cognitive and non-cognitive methods of data gathering in educational and psychological organization. Students focus on the history, ethical and legal practices, psychometrics of administration, scoring, and integration of tests, inventories, and interviews. Students are provided with direct laboratory experience in the professional use and interpretation of appraisal tools.

CPS 7490 Individual Assessment I

CREDIT HOURS 3.0

COREQUISITES CPS 6040 with a minimum grade of "B"

REQUIREMENTS Students must maintain a "B" average throughout the course

DESCRIPTION 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.

CPS 7495 Individual Assessment I: Lab

CREDIT HOURS 2.0

COREQUISITES CPS 7490

DESCRIPTION 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 Individual and Family Over the Life Span

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION The purpose of this course is for students to explore actively the theoretical and research literature regarding human growth and development across the life span. Theoretical understanding of human development from birth to older adulthood including issues of family, culture, race, gender, and their roles in children's, adolescents', and adults' lives are considered. The goal of this course is to encourage independent thinking and clear communication regarding research in the field of human growth and development and ethical considerations related to these topics and to apply the information learned to the student's program of study. (Same as EPY 7500).

CPS 7510 Individual Assessment II

CREDIT HOURS 3.0

PREREQUISITES CPS 7490 with a minimum grade of "B"

REQUIREMENTS Students must maintain a "B" average throughout the course

DESCRIPTION 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.

CPS 7515 Individual Assessment II: Lab

CREDIT HOURS 2.0

COREQUISITES CPS 7515

DESCRIPTION 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 Decision Making for Academic Interventions in School Psychology

CREDIT HOURS 2.0 - 3.0

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

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION 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.

CPS 7550 Consultation in School Counseling

CREDIT HOURS 3.0

COREQUISITES CPS 7681 with a minimum grade of "S"

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION 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.

CPS 7570 Psychological Consultation in the Schools I

CREDIT HOURS 3.0

PREREQUISITES CPS 6040 with a minimum grade of "B"

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION 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.

CPS 7660 Applied Practice I: Mental Health Counseling

CREDIT HOURS 3.0 - 6.0

PREREQUISITES CPS 6450 with minimum grade of "S", CPS 7000, CPS 7260, CPS 7340, CPS 7450, CPS/EPY 7500, CPS 8100, and CPS 8460 minimum grades of "C"

COREQUISITES CPS 7680

REQUIREMENTS Course is graded as satisfactory/unsatisfactory

DESCRIPTION A minimum grade of "S" is required for this course. 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. (Repeatable).

CPS 7661 Applied Practice I: School Counseling

CREDIT HOURS 3.0 - 6.0

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, CPS 7300, CPS 7340, and CPS 7500 with minimum grades of "C"

REQUIREMENTS Course is graded as satisfactory/ unsatisfactory

DESCRIPTION Corerquisite: CPS 7550 with a minimum grade of "C". A minimum grade of "S" is required for this course. 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. (Repeatable).

CPS 7662 Applied Practice I: School Psychology

CREDIT HOURS 3.0 - 6.0

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"

REQUIREMENTS Course is graded as satisfactory/unsatisfactory

DESCRIPTION A minimum grade of "S" is required for this course. 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. (Repeatable).

CPS 7663 Applied Practice I: Rehabilitation Counseling

CREDIT HOURS 3.0 - 6.0

PREREQUISITES CPS 6050 with minimum grade of "B"

COREQUISITES CPS 7683

REQUIREMENTS Course is graded as satisfactory/unsatisfactory

DESCRIPTION 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". A minimum grade of "S" is required for this course. 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. (Repeatable).

CPS 7680 Internship: Mental Health Counseling

CREDIT HOURS 3.0 - 9.0

PREREQUISITES permission of department for spring only

COREQUISITES CPS 7660 for fall only with a minimum grade of "S"

REQUIREMENTS Course is graded as satisfactory/unsatisfactory

DESCRIPTION A minimum grade of "S" is required for this course. 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. (Repeatable).

CPS 7681 Internship: School Counseling

CREDIT HOURS 3.0 - 9.0

PREREQUISITES CPS 7661 with a minimum grade of "S"

REQUIREMENTS Course is graded as satisfactory /unsatisfactory

DESCRIPTION A minimum grade of "S" is required for this course. 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. (Repeatable).

CPS 7683 Internship: Rehabilitation Counseling

CREDIT HOURS 3.0 - 9.0

PREREQUISITES permission of department for spring only

COREQUISITES CPS 7663 for fall only with a minimum grade of "S"

REQUIREMENTS Course is graded as satisfactory/unsatisfactory

DESCRIPTION A minimum grade of "S" is required for this course. 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. (Repeatable).

CPS 7970 Seminar

CREDIT HOURS 1.0 - 3.0

PREREQUISITES consent of the instructor

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION Students focus on research and discussion of special topics and analyze the issues facing the practitioner in contemporary society. Seminar may extend beyond one term. (Repeatable).

CPS 7975 Seminar for Graduate Assistants

CREDIT HOURS 3.0 - 18.0

REQUIREMENTS Course is graded as satisfactory/unsatisfactory

DESCRIPTION A minimum grade of "S" is required for this course. 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. (Repeatable).

CPS 8100 Psychobehavioral Diagnosis

CREDIT HOURS 3.0

PREREQUISITES CPS 6010, CPS 6020, CPS 6030, or CPS 6050 with a minimum grade of "B"

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION 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 5 (2013).

CPS 8260 Program Evaluation, Advocacy, and Leadership in School Counseling

CREDIT HOURS 3.0

PREREQUISITES CPS 6020 or CPS 6030

DESCRIPTION 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 HOURS 3.0

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION Students explore the expanding literature base and attempt to delineate its common concerns, research basis, and practice guidelines for working with trauma.

CPS 8320 Rehabilitation Counseling Placement and Case Management

CREDIT HOURS 3.0

DESCRIPTION Students will develop vocational and case management skills to assist people with disabilities to transition to employment. Labor market information, employer development and job keeping strategies are emphasized. Students are taught the flow of a rehabilitation case from intake through closure.

CPS 8340 Advanced Multicultural Counseling Strategies and Interventions

CREDIT HOURS 3.0

PREREQUISITES CPS 6450 with a minimum grade of "S"; CPS 7260 and CPS 7340 with minimum grades of "C"

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION The course is designed to advance student's multicultural counseling knowledge and skills with diverse populations. Employing culturally relevant and effective intervention strategies and skills is considered an essential component of cultural competence. Students develop an understanding of how client's cultural, historical, and sociopolitical context may inform accurate assessment, interpretation and treatment interventions. Culturally-based interventions with the goal of developing purposeful, directional, and culturally relevant approaches to working with diverse clients who present with a range of clinical issues are reviewed. Treatment approaches developed from a cultural frame of reference with attention to the intersections of the client's race, ethnicity, gender, class, acculturation level, and presenting problem are explored.

CPS 8350 Biopsychology and Medication

CREDIT HOURS 3.0

PREREQUISITES consent of instructor

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION 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.

CPS 8360 Psychological Change Strategies

CREDIT HOURS 3.0

PREREQUISITES CPS 6450 with a minimum grade of "B" and CPS 7260 with a minimum grade of "C"

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION Students have exposure to and limited practice with certain counseling techniques based on learning principles.

CPS 8370 Advanced Career Counseling

CREDIT HOURS 3.0

PREREQUISITES CPS 7300 with a minimum grade of "C"

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION 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 and Interventions

CREDIT HOURS 3.0

PREREQUISITES CPS 7260 with minimum grade of "C"

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION This course provides an overview of the historical roots of the family movement and the major theoretical orientations including systematic, psychodynamic, and communications orientations. A brief overview of the role of research and ethics on the development of the family movement is also discussed.

CPS 8390 Psychological Aspects of Human Sexuality

CREDIT HOURS 3.0

PREREQUISITES consent of the instructor

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION 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.

CPS 8400 Introduction to Play Therapy

CREDIT HOURS 3.0

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"

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION 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.

CPS 8410 Medical and Psychological Aspects of Disability I

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION Students learn medical etiology, prognosis, and psychological adjustment for individuals who experience trauma, injuries, and mental retardation.

CPS 8420 Medical and Psychological Aspects of Disability II

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION Students learn medical etiology, prognosis, and psychological adjustment for individuals who experience illnesses, psychiatric disturbances, addictions, and congenital deformities.

CPS 8430 Advanced Counseling Skills

CREDIT HOURS 3.0

PREREQUISITES CPS 6410 with a grade of "S"

REQUIREMENTS A student can attempt this course a maximum of two times while enrolled in one's respective program

DESCRIPTION A grade of W in this course counts as an attempt. The minimum grade of "C" is required for passing this course. 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.

CPS 8431 Counseling Skills and Strategies for School-Aged Children

CREDIT HOURS 3.0

PREREQUISITES CPS 7660, CPS 7661, CPS 7662, or CPS 7663

COREQUISITES CPS 7680, CPS 7681, CPS 7683, or CPS 8680

REQUIREMENTS The minimum grade of C is required for passing this course

DESCRIPTION The focus of this course is on the understanding and application of contemporary theories of counseling for school-aged children and adolescents in individual, small group, and large group counseling settings. This course provides instruction on the stages of change and provides opportunity for case conceptualization and the development of interventions. The physiological, cognitive, social, and emotional development of children as well as their environment (including the school) will be emphasized so that interventions are consistent with the childrens needs.

CPS 8440 Social/Emotional Assessment of Children and Adolescents

CREDIT HOURS 3.0

PREREQUISITES CPS 7510 with a minimum grade of "B"

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION Assessment/diagnosis of social and emotional function in school-age children is discussed. Objectives, projective and behavioral checklist test instruments are utilized. Emphasis is on norm-based test instruments. Course includes laboratory experience.

CPS 8450 Advanced Group Counseling

CREDIT HOURS 3.0

PREREQUISITES CPS 7680, CPS 7681, or CPS 7683 with a grade of "S"

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION Current theories and recent innovations in group counseling and group dynamics are discussed. Course may extend beyond one term.

CPS 8460 Biopsychosocial Aspects of Addiction

CREDIT HOURS 3.0

PREREQUISITES CPS 6010, CPS 6020, CPS 6030, CPS 6040, or CPS 6050 with minimum grades of "C"

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION 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.

CPS 8470 Crisis Intervention

CREDIT HOURS 3.0

PREREQUISITES consent of the instructor

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION Students explore crisis intervention models and appropriate techniques for assessing and facilitating crisis situations. Research bases and practical guidelines are discussed and compared.

CPS 8480 Supervision of School Counseling Services

CREDIT HOURS 3.0

PREREQUISITES CPS 7681 with a minimum grade of "S"

REQUIREMENTS Course is graded as satisfactory/ unsatisfactory

DESCRIPTION A minimum grade of "S" is required for this course. This course develops the knowledge and skills necessary for the supervision of school counseling practice. Course may extend beyond one term.

CPS 8490 Current Trends and Ethical Issues in School Counseling

CREDIT HOURS 3.0

PREREQUISITES CPS 7681 with a minimum grade of "S"

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION This course is designed to provide students with the opportunity to research and study particular areas of interest in the practice of school counseling.

CPS 8500 Stress Management

CREDIT HOURS 3.0

PREREQUISITES consent of the instructor

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION Students examine the nature, etiology, symptoms, and management of stress.

CPS 8520 Consciousness

CREDIT HOURS 3.0

PREREQUISITES consent of the instructor

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION 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.

CPS 8530 Professional Issues and Decisions

CREDIT HOURS 3.0

PREREQUISITES CPS 6010 with a minimum grade of "B" or CPS 6150 with a minimum grade of "C"

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION This course is an advanced professional seminar emphasizing experience and practice in making difficult professional decisions in the practice of applied psychology, counseling, and related professions.

CPS 8540 Child/Adolescent Psychopathology

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION 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.

CPS 8570 Psychological Consultation in the Schools II

CREDIT HOURS 3.0

PREREQUISITES CPS 7570 with a minimum grade of "B"

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION required for this course. 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.

CPS 8600 Advanced Play Therapy

CREDIT HOURS 3.0

PREREQUISITES CPS 7680, CPS 7681, or CPS 7683 with minimum grades of "S" and CPS 8400 with a minimum grade of "C"

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION 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.

CPS 8620 Adlerian Techniques with Families and Couples

CREDIT HOURS 3.0

PREREQUISITES CPS 7260 with a minimum grade of "C"

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION 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.

CPS 8640 Administration and Supervision in Pupil Personnel Services for School Psychology

CREDIT HOURS 3.0 - 4.0

PREREQUISITES CPS 6040 with a minimum grade of "B"

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION This course is designed for advanced school counseling/ psychology majors who wish to pursue leadership roles in pupil personnel services also known as student support services.

CPS 8650 Advanced Counseling Theory

CREDIT HOURS 3.0

PREREQUISITES CPS 7260 with a minimum grade of "C"

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION Students examine representative theories of counseling and psychotherapy with attention to implications for practice.

CPS 8660 Applied Practice II: Professional and Rehabilitation Counseling

CREDIT HOURS 3.0

PREREQUISITES CPS 7680 with a minimum grade of "S"

REQUIREMENTS Course is graded as satisfactory/ unsatisfactory

DESCRIPTION A minimum grade of "S" is required for this course. 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. (Repeatable).

CPS 8661 Applied Practice II: School Counseling

CREDIT HOURS 3.0

PREREQUISITES CPS 7681 with a minimum grade of "S"

REQUIREMENTS Course is graded as satisfactory/unsatisfactory

DESCRIPTION A minimum grade of "S" is required for this course. 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.

CPS 8662 Applied Practice II: Consultation and Intervention Practicum in School Psychology

CREDIT HOURS 3.0 - 9.0

PREREQUISITES CPS 7662 with a minimum grade of "S", and CPS 8570 with a minimum grade of "C"

REQUIREMENTS Course is graded as satisfactory/ unsatisfactory

DESCRIPTION A minimum grade of "S" is required for this course. 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.

CPS 8665 Intervention Strategies for Students with Learning Problems

CREDIT HOURS 3.0

PREREQUISITES consent of the instructor

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION 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.

CPS 8680 Internship in School Psychology

CREDIT HOURS 3.0 - 6.0

PREREQUISITES CPS 7662 with a minimum grade of "S"

REQUIREMENTS Course is graded as satisfactory/unsatisfactory

DESCRIPTION A minimum grade of "S" is required for this course. 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. (Repeatable).

CPS 8760 Topical Seminar in School Psychology

CREDIT HOURS 3.0

PREREQUISITES permission of the instructor

REQUIREMENTS The course is repeatable and must be taken at least three times by students enrolled in the doctoral program in School Psychology

DESCRIPTION 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. (Repeatable).

CPS 8810 Directed Readings

CREDIT HOURS 1.0 - 3.0

PREREQUISITES a directed reading form must be completed and signed by the instructor and the departmental chair before registration

REQUIREMENTS Course is graded as satisfactory/unsatisfactory

DESCRIPTION A minimum grade of "S" is required for this course. course. Students participate in individual reading projects under supervision. The directed reading may extend beyond one term.

CPS 8820 Health Psychology

CREDIT HOURS 1.0 - 3.0

REQUIREMENTS Course is graded as satisfactory/unsatisfactory

DESCRIPTION A minimum grade of "S" is required for this course. Students explore current research and practice domains in the area of health psychology. Course may extend beyond one term. (repeatable).

CPS 8970 Seminar

CREDIT HOURS 1.0 - 3.0

PREREQUISITES permission of the instructor

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION 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. (Repeatable).

CPS 9410 Assessment of Intelligence

CREDIT HOURS 3.0

DESCRIPTION The course focuses on the formal assessment of cognitive abilities. The primary purpose of the course is to increase students understanding and application of intellectual assessment. In particular, the course emphasizes the administration, scoring, and interpretation of tests designed to measure cognitive functioning with an emphasis on assessing adults. 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 HOURS 3.0

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION Students learn the science and practice of psychological assessment, with specific emphasis on personality assessment. The course provides students with a basic understanding of the administration and scoring of the MMPI-2, MCMI-III, MIPS Revised, the 16PF, and other tests. The course also covers knowledge and skills associated with comprehensive interpretation and integrative report writing.

CPS 9480 Supervision of Counseling Services

CREDIT HOURS 3.0

PREREQUISITES CPS 8660 with a minimum grade of "S"

REQUIREMENTS Course is graded as satisfactory/unsatisfactory

DESCRIPTION A minimum grade of "S" is required for this course. This course develops the knowledge and skills necessary for the administration and supervision of counseling practice. Course may extend beyond one term.

CPS 9660 Applied Practice III

CREDIT HOURS 3.0

REQUIREMENTS Course is graded as satisfactory/ unsatisfactory

DESCRIPTION A minimum grade of "S" is required for this course. Students work in an appropriate psychological counseling setting with clients under supervision. Practicum may extend beyond one term.

CPS 9661 Supervision Internship

CREDIT HOURS 3.0

PREREQUISITES PhD standing, CPS 8660 with a minimum grade of "S", CPS 9660 with a minimum grade of "S"

REQUIREMENTS Course is graded as satisfactory/unsatisfactory

DESCRIPTION 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. 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.

CPS 9665 Assessment Practicum

CREDIT HOURS 3.0

PREREQUISITES CPS 9410 and CPS 9420 or permission of the instructor

REQUIREMENTS Course is graded as satisfactory/unsatisfactory

DESCRIPTION A minimum grade of "S" is required for this course. Students work in an appropriate psychological assessment setting with clients under supervision.

CPS 9680 Doctoral Internship

CREDIT HOURS 1.0 - 9.0

PREREQUISITES consent of the instructor; PhD standing

REQUIREMENTS Course is graded as satisfactory/unsatisfactory

DESCRIPTION A minimum grade of "S" is required for this course. Students work under individual supervision in an approved internship setting. Internship may extend beyond one term. (Repeatable).

CPS 9760 School Psychology Research Seminar

CREDIT HOURS 3.0 - 9.0

REQUIREMENTS Doctoral students in School Psychology must take course for at least three terms

DESCRIPTION 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. (Repeatable).

CPS 9920 Research and Publication

CREDIT HOURS 1.0 - 2.0

PREREQUISITES PhD standing

REQUIREMENTS Course is graded as satisfactory/unsatisfactory

DESCRIPTION A minimum grade of "S" is required for this course. 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. (Repeatable).

CPS 9962 Counseling Psychology Seminar

CREDIT HOURS 1.0 - 9.0

PREREQUISITES consent of the instructor; PhD standing

REQUIREMENTS Course is graded as satisfactory/unsatisfactory

DESCRIPTION A minimum grade of "S" is required for this course. Students study the professional standards, current issues, and personal rewards associated with the practice of counseling psychology. Seminar may extend beyond one term. (Repeatable).

CPS 9963 Leadership in Counselor Education: Professional and Social Advocacy

CREDIT HOURS 1.0 - 9.0

PREREQUISITES consent of the instructor; PhD standing

REQUIREMENTS Course is graded as satisfactory/unsatisfactory

DESCRIPTION A minimum grade of "S" is required for this course. Students study the professional standards, current issues, and personal rewards associated with the practice of counseling. Seminar may extend beyond one term. (Repeatable).

CPS 9990 Dissertation

CREDIT HOURS 1.0 - 18.0

PREREQUISITES consent of the instructor; Ph.D. standing

REQUIREMENTS Course is graded as satisfactory/unsatisfactory

DESCRIPTION A minimum grade of "S" is required for this course. Students complete research and writing of the doctoral dissertation. Dissertation may extend beyond one term. (Repeatable).

CRJU 6040 Comparative Criminal Justice Systems

CREDIT HOURS 3.0

DESCRIPTION An analysis of the criminal justice systems-- police, courts and corrections-- in selected eastern and western nations.

CRJU 6060 Ethics in Criminal Justice

CREDIT HOURS 3.0

DESCRIPTION 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 and Criminal Justice

CREDIT HOURS 3.0

DESCRIPTION Examines how the justice system responds to family violence.

CRJU 6230 Prevention and Correctional Strategies for Juvenile Offenders

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION For Criminal Justice majors only. Application deadlines: see graduate student handbook. 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.

CRJU 6960 Domestic Terrorism

CREDIT HOURS 3.0

DESCRIPTION An exploration into the theoretical underpinnings, groups, and control of domestic terrorism in general and domestic terrorism extremism in particular.

CRJU 7010 Crime and the Criminal Justice System

CREDIT HOURS 3.0

DESCRIPTION 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 Organization and Management Theory in Criminal Justice

CREDIT HOURS 3.0

DESCRIPTION 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 Applied Regression Analysis for Criminal Justice

CREDIT HOURS 3.0

DESCRIPTION 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 Criminal Justice Managers

CREDIT HOURS 3.0

DESCRIPTION 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 Independent Study in Criminal Justice

CREDIT HOURS 3.0

PREREQUISITES This course must have the approval of the student's instructor and the graduate program director

DESCRIPTION Permits selected qualified criminal justice students to engage in independent research under the guidance of a faculty member.

CRJU 7980 Research Practicum

CREDIT HOURS 1.0 - 18.0

REQUIREMENTS For graduate assistants

DESCRIPTION Directed research in collaboration with a faculty member. Does not count towards degree requirements.

CRJU 8050 Criminological Theory

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 Criminal Justice

CREDIT HOURS 3.0

DESCRIPTION An overview of research methodology as it applies to the field of criminal justice.

CRJU 8620 Statistics in Criminal Justice

CREDIT HOURS 3.0

DESCRIPTION A review of descriptive and inferential statistics as they apply to the field of criminal justice.

CRJU 8710 Legal Aspects of Criminal Justice

CREDIT HOURS 3.0

DESCRIPTION Emphasizes the constitutionalization of the criminal justice process with special attention to the Supreme Court of the United States.

CRJU 8720 Legal Issues In Criminal Justice

CREDIT HOURS 3.0

DESCRIPTION Gives in-depth treatment to selected topics involving judicial institutions and the criminal process.

CRJU 8899 Causal Inference and Evidence-based Policy

CREDIT HOURS 3.0

PREREQUISITES A graduate-level statistics course that covers probability theory, hypothesis testing and linear regression

DESCRIPTION If unsure about prerequisite, contact the professor. To answer cause-and-effect questions, a counterfactual model of causality and a unified methodological framework has been developed over the last three decades. This class aims to teach students to apply and interpret the counterfactual model and associated designs for answering policy-relevant empirical questions. Students will gain a deeper understanding of, and connections among, approaches to answering causal questions and of the nature of evidence itself. The topics comprise experimental designs and a suite of observational designs, including conditioning designs, partial identification designs, multiple control group designs, instrumental variable designs, regression discontinuity designs, synthetic control designs and tests of known effects and sensitivity tests to hidden bias. These topics are examined in a broad range of policy domains (poverty, planning, economic development, politics, crime, social work, health, public finance, environment, and others).

CRJU 8900 Selected Topics in Criminal Justice

CREDIT HOURS 3.0

DESCRIPTION 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 Criminal Justice

CREDIT HOURS 1.0 - 3.0

PREREQUISITES This course must have the approval of the student's instructor and the graduate program director

DESCRIPTION Permits selected qualified students to pursue a course of readings on a selected topic under the guidance of a faculty member.

CRJU 8980 Capstone Seminar in Criminal Justice This seminar is the integration experience and assessment tool for non-thesis students

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 1.0 - 6.0

PREREQUISITES Consent of instructor

DESCRIPTION Individual study of a selected research problem in criminal justice or criminology that requires the analysis of data. Student, with approval of the graduate program director 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 Criminal Justice Policy

CREDIT HOURS 3.0

DESCRIPTION Examines the development and implementation of criminal justice policies.

CRJU 9030 Graduate Orientation Seminar

CREDIT HOURS 3.0

DESCRIPTION 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 Criminological Theory

CREDIT HOURS 3.0

PREREQUISITES CRJU 8050 Criminological Theory or equivalent

DESCRIPTION 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 HOURS 3.0

DESCRIPTION Exposes advanced graduate students to the pedagogical literature and develops their abilities to teach undergraduate criminal justice and criminology courses.

CRJU 9610 Quantitative Research Methods II

CREDIT HOURS 3.0

PREREQUISITES CRJU 8610

DESCRIPTION Examines the advanced quantitative methods and analytical strategies used in the study of crime and criminal justice.

CRJU 9630 Statistics in Criminal Justice II

CREDIT HOURS 3.0

PREREQUISITES CRJU 8620

DESCRIPTION Examines the use of multiple linear regression and other advanced techniques used in the study of crime and criminal justice.

CRJU 9800 Directed Research in Criminology/Criminal Justice

CREDIT HOURS 3.0

PREREQUISITES Approval of Graduate Program Director

DESCRIPTION Research (non-dissertation) on a selected topic under the guideance of a faculty member.

CRJU 9820 Research Externship

CREDIT HOURS 3.0

PREREQUISITES Approval of Graduate Program Director

DESCRIPTION Directed research (non-dissertation) with a criminal justice agency in collaboration with a faculty member.

CRJU 9830 Comprehensives Seminar

CREDIT HOURS 3.0

DESCRIPTION Seminar integrates prior coursework with an emphasis on providing the foundation for the students future scholarship.

CRJU 9900 Dissertation Research

CREDIT HOURS 1.0 - 18.0

PREREQUISITES Approval of Graduate Program Director

DESCRIPTION This course is for students engaged in dissertation research.

CRJU 9920 Qualitative Research Methods

CREDIT HOURS 3.0

PREREQUISITES CRJU 8610 Research Methods in CJ or equivalent

DESCRIPTION Exposes advanced graduate students to several qualitative research methods used in the fields of criminal justice and criminology.

EDCI 6240 Education or Incarceration: Schools, Communities, and the Prison Industrial Complex

CREDIT HOURS 3.0

DESCRIPTION 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 of Instruction in Middle Childhood Mathematics and Science

CREDIT HOURS 3.0

DESCRIPTION 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 of Instruction in Middle Childhood Language Arts and Social Studies

CREDIT HOURS 3.0

DESCRIPTION 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 Introduction to Secondary Teaching

CREDIT HOURS 3.0

DESCRIPTION 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 Middle Schools in a Diverse Society

CREDIT HOURS 3.0

DESCRIPTION Examines the rationale for middle schools, organizational patterns, nature of students, and the linkages among schools, families, and communities.

EDCI 7100 Service-Learning in Action

CREDIT HOURS 3.0

DESCRIPTION In this course, students examine the nature of service-learning through an analysis of relevant research, theory, and practice. Students also research and evaluate their communitys needs. After synthesizing their research and needs assessment for the community, students engage in a service-learning project that is relevant to their major. (EDCI 7100 is cross-listed with EDCI 4100).

EDCI 7400 Curriculum Issues in Middle Childhood Education

CREDIT HOURS 3.0

DESCRIPTION Explores theory and practice of interdisciplinary, child-centered teaching, and effective learning in middle grades classrooms.

EDCI 7420 Assessment Issues in Middle and Secondary Education

CREDIT HOURS 3.0

DESCRIPTION Explores the structures and intersections of assessment, teaching, and learning. Also examines the implications of assessment for student achievement, teacher performance, school assessment, and policy.

EDCI 7540 Theory and Pedagogy in Middle Childhood Mathematics and Science

CREDIT HOURS 3.0

DESCRIPTION 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 and Pedagogy in Middle Childhood Language Arts and Social Studies

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION This course is a supervised practice in an approved instructional setting. A member of the faculty maintains close supervision.

EDCI 7670 Practicum II

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION This course is a supervised practice in an approved instructional setting. A member of the faculty maintains close supervision.

EDCI 7680 Practicum III

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION This course is a supervised practice in an approved instructional setting. A member of the faculty maintains close supervision.

EDCI 7680B Practicum II: Advanced Teaching and Supervision

CREDIT HOURS 3.0

PREREQUISITES EDCI 7980, EPEL 7000, EPEL 7020, EPEL 7680B

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION This course is a supervised practice in an approved instructional setting. A member of the faculty maintains close supervision.

EDCI 7975 Seminar for Graduate Assistants

CREDIT HOURS 3.0 - 18.0

REQUIREMENTS A minimum grade of "S" is required for this course

DESCRIPTION This course is designed to inform the students of policies and procedures needed to complete an assistantship. Professional ethics associated with teaching, research planning, management, and accounting procedures are reviewed. The course focuses on the teaching and research being conducted in order to further the understanding of all students involved in teaching and research. Course is graded as satisfactory/unsatisfactory. (Repeatable).

EDCI 7980 Teaching and Learning in Urban Contexts

CREDIT HOURS 3.0

DESCRIPTION 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 7980 is cross-listed with EDCI 8780).

EDCI 8400 Complexities of Teaching, Learning, and Curriculum Design

CREDIT HOURS 3.0

DESCRIPTION Students explore the theory, research, and practice of curriculum design in school subjects and the aspects of effective teaching and learning across a broad spectrum of learners and learning environments.

EDCI 8550 Trends and Issues in Middle Childhood Education

CREDIT HOURS 3.0

DESCRIPTION Students explore the current problems, trends, and curricular issues related to middle childhood education.

EDCI 8640 Theoretical and Practical Perspectives on Designing Urban Teacher Education

CREDIT HOURS 3.0

DESCRIPTION Seminar focused on learning opportunities for preservice and inservice teachers working with historically minoritized populations across urban, suburban, and rural settings. Topics may include policies and politics impacting teacher education curriculum and program design, theories of teaching and learning in teacher education spaces, and teacher educator perspectives and roles across multiple teacher education arenas.

EDCI 8650 Curriculum and Instruction in Contemporary Urban Settings

CREDIT HOURS 3.0

DESCRIPTION This course focuses on the complex relationship between schools, the curriculum taught (explicit and hidden) and the larger society of which these are a part. Teacher leaders need to be able to see curriculum and instructional issues within a broad historical and sociopolitical context to understand how policies are intentionally or unintentionally developed, and to comprehend the links between policies and outcomes and its impact on curriculum. This course is designed to undertake an analytic approach to defining, analyzing, and evaluating topics relevant to urban school systems and its teachers, students, and community, and the consequential teaching and learning within all content areas and grade levels. Students will analyze the interplay of curriculum and instruction within the intended and unintended consequences of many processes: ideological, social, judicial, scientific, political, and economic.

EDCI 8780 Teaching and Learning in Urban Contexts

CREDIT HOURS 3.0

DESCRIPTION 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 its teachers, students, and community, and the consequential teaching and learning within. (EDCI 8780 is cross-listed with EDCI 7980).

EDCI 8790 Special Topics in Teaching and Teacher Education

CREDIT HOURS 3.0

DESCRIPTION Students examine historical and/or current trends, perspectives, issues, and problems related to teaching and teacher education.

EDCI 8810 Directed Readings and Research in Teaching and Learning

CREDIT HOURS 1.0 - 9.0

DESCRIPTION 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 8820 Policy in Teaching and Teacher Education

CREDIT HOURS 3.0

DESCRIPTION Seminar focused on policy and politics in the context of K-12 schooling and teacher education. With criticality at the center, students examine theories of competing conceptions of policy across federal, state, and local levels in these two arenas. Past and current policy practices are considered.

EDCI 8830 Critical Sociohistorical Perspectives on Curriculum and Teaching

CREDIT HOURS 3.0

DESCRIPTION Seminar focused on research on and practices of teaching, in addition to historical and current theories of curriculum. Topics may include sociopolitical contexts of teaching practices and research, research on teaching diverse learners, issues of access and power in K-16 settings, curriculum theory, critical theories on curriculum and teaching, and philosophical underpinnings of teaching.

EDCI 8900 Educational Inquiry and Assessment in Educational Contexts

CREDIT HOURS 3.0

DESCRIPTION Students examine alternative research paradigms, examples of sound research and critical interpretation, and evaluation of research for school and student assessment purposes in the field. (Repeatable).

EDCI 8960 Seminar in Leadership and Supervision in Teaching and Learning

CREDIT HOURS 3.0

DESCRIPTION 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 and Learning

CREDIT HOURS 3.0

PREREQUISITES PhD students

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION Seminar focuses on range of major issues in teaching and learning the theoretical and empirical underpinnings, and the critique of alternative research, policy, and practice options. (Repeatable).

EDCI 8980 Seminar in Professional Learning and Development

CREDIT HOURS 3.0

DESCRIPTION This course focuses on the theory, research, and practice related to teacher professional learning and development in school settings. Students will explore relevant research-based beliefs and experiences, classic and contemporary scholarship, best practice models, and political and societal contexts for a range of educator growth from novice through expert levels.

EDCI 9660 Internship

CREDIT HOURS 1.0 - 6.0

REQUIREMENTS A minimum grade of "S" is required for this course

DESCRIPTION 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. (Repeatable).

EDCI 9760 Seminar in Teacher Education

CREDIT HOURS 3.0

DESCRIPTION Seminar focuses on a range of major issues in teacher education including the study and critique of the history, theories, research and/or emerging issues in the preparation and professional development of teachers. (Repeatable).

EDCI 9850 Research Seminar

CREDIT HOURS 1.0 - 3.0

REQUIREMENTS A minimum grade of "S" is required for this course

DESCRIPTION Considers the identification, planning, and implementation of advanced research projects. Seminar may extend beyond one term. (Repeatable).

EDCI 9900 Critique of Educational Research

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION Students critically examine theoretical and empirical work in their fields and in the area of research focus. (Repeatable).

EDCI 9990 Dissertation

CREDIT HOURS 1.0 - 18.0

REQUIREMENTS A minimum grade of "S" is required for completion of the dissertation

DESCRIPTION Involves the research and writing of the doctoral dissertation. Dissertation may extend beyond one term. Course is graded as satisfactory/unsatisfactory. (Repeatable).

DP DRAWING AND PAINTING

DP 6000 Selected Topics in Drawing and Painting

CREDIT HOURS 3.0

PREREQUISITES consent of instructor

DESCRIPTION Selected topics in drawing and painting. May be repeated once for a maximum of six credit hours.

FEES $20.00

DP 6500 Painting

CREDIT HOURS 3.0

PREREQUISITES consent of instructor

DESCRIPTION For students not majoring in Drawing, Painting, and Printmaking. Expressive and interpretive painting. May be repeated for a maximum of twelve credit hours.

FEES $20.00

DP 6980 Directed Study

CREDIT HOURS 3.0 - 6.0

PREREQUISITES consent of the instructor

DESCRIPTION For students not majoring in Drawing, Painting, and Printmaking. Individual research. May be repeated for a maximum twelve hours.

DP 8400 Interdisciplinary Graduate Seminar

CREDIT HOURS 3.0 - 9.0

PREREQUISITES MFA status

DESCRIPTION For MFA students from all Art and Design majors. Readings, discussions, and engagement with advanced studio topics, led by studio faculty, to improve studio practice.

DP 8500 Studio Practice in Painting

CREDIT HOURS 3.0 - 9.0

PREREQUISITES consent of the instructor

DESCRIPTION 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 HOURS 3.0

PREREQUISITES consent of the instructor and school director

DESCRIPTION Independent study. Contract outlining course content is required.

DP 8999 Thesis Research

CREDIT HOURS 3.0 - 12.0

PREREQUISITES consent of thesis advisor

DESCRIPTION Preparation of thesis and graduate exhibition.

ECE 6360 Culturally Responsive Pedagogy

CREDIT HOURS 3.0 - 6.0

REQUIREMENTS Student must complete the course with a minimum grade of "S"

DESCRIPTION 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.

ECE 6361 Responsive and Student Centered Pedagogy

CREDIT HOURS 3.0

DESCRIPTION This course focuses on the teacher as a reflective practitioner, affirming childrens diverse backgrounds, abilities, interests, personalities, and experiences through exploring concepts of personally relevant pedagogy. Throughout this course, candidates consider their role in the creation of more just and equitable educative opportunities for all children, specifically the ones served daily in our classrooms. This work toward justice will be conceptualized through holistic and descriptive understandings of individual children and through a survey of scholarship on educational equity. Study focuses on strategies for effective communication and partnership between the teacher, student, family, and community. Reflection and application of knowledge will be contextualized in a discussion of the political, social, economic, and historical contexts within the U.S. and the intersection of these contexts and communities, equity in education, and educational practices broadly and locally constructed.

ECE 6370 Classroom Management and Instruction

CREDIT HOURS 3.0

REQUIREMENTS Students must complete the course with a grade of "C" or higher

DESCRIPTION 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.

ECE 6375 Responsive Practice for Urban Education

CREDIT HOURS 3.0

REQUIREMENTS Students must complete the course with a grade of "C" or higher

DESCRIPTION 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.

ECE 6380 Foundations of Literacy Instruction for Young Children

CREDIT HOURS 3.0

REQUIREMENTS Students must complete the course with a grade of "C" or higher

DESCRIPTION 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.

ECE 6385 Teaching Literacy to Culturally and Linguistically Diverse Learners I

CREDIT HOURS 3.0

REQUIREMENTS Students must complete the course with a grade of "C" or higher

DESCRIPTION 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.

ECE 6386 Teaching Literacy to Culturally and Linguistically Diverse Learners II

CREDIT HOURS 2.0

PREREQUISITES ECE 6385 with a grade of "C" or higher

REQUIREMENTS Students must complete the course with a grade of "C" or higher

DESCRIPTION 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.

ECE 6387 ESOL: Language Acquisition

CREDIT HOURS 3.0

REQUIREMENTS Students must complete the course with a grade of "C" or higher

DESCRIPTION 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.

ECE 6390 Elementary Mathematics Curriculum and Pedagogy

CREDIT HOURS 2.0

REQUIREMENTS Students must complete the course with a grade of "C" or higher

DESCRIPTION Candidates will learn about effective instructional methods for the mathematics content spanning the pre-kindergarten through grade five curriculum. Candidates will develop knowledge of developmentally appropriate, standards-based mathematics instruction, with specific emphasis on urban elementary classrooms.

ECE 6391 Teaching Mathematics in Urban Schools

CREDIT HOURS 3.0

REQUIREMENTS Students must complete the course with a grade of "C" or higher

DESCRIPTION Candidates will develop culturally responsive pedagogical skills for teaching mathematics in elementary urban contexts. Candidates will acquire mathematical content knowledge and gain understanding about children as learners of mathematics. Candidates will apply the learned skills in classrooms in urban communities.

ECE 6392 Critical Issues in Elementary Mathematics

CREDIT HOURS 2.0

PREREQUISITES ECE 6390 with a grade of "C" or higher and ECE 6391 with a grade of "C" or higher

REQUIREMENTS Students must complete the course with a grade of "C" or higher

DESCRIPTION Candidates will explore critical issues in elementary mathematics and their impact on instructional practice. Candidates will acquire advanced culturally responsive mathematics pedagogical skills, with specific emphasis on integrating instruction, families, and urban communities.

ECE 6395 Child Growth and Development in Urban Education

CREDIT HOURS 3.0

REQUIREMENTS Students must complete the course with a grade of "C" or higher

DESCRIPTION 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.

ECE 6405 Science and Social Studies in the Urban Classroom

CREDIT HOURS 3.0

REQUIREMENTS Students must complete the course with a grade of "C" or higher

DESCRIPTION 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.

ECE 6406 Science in the Urban Classroom

CREDIT HOURS 3.0

REQUIREMENTS Students must complete the course with a grade of "C" or higher

DESCRIPTION This course provides experiences through which the candidate explores and investigates science relevant to urban school settings. It includes strategies for integrating the science curriculum and infusing culturally relevant content and pedagogy.

ECE 6407 Social Studies Methods for Culturally and Linguistically Diverse Learners

CREDIT HOURS 3.0

REQUIREMENTS Students must complete the course with a grade of "C" or higher

DESCRIPTION This course provides students with experiences through which they will explore and investigate social studies methods relevant to culturally and linguistically diverse classrooms. This course provides students with an overview of the field of social studies, attention to relevant disciplinary literacies, and strategies for teaching social studies to culturally and linguistically diverse kindergarten through fifth graders.

ECE 6415 Curriculum and Assessment Urban Education I

CREDIT HOURS 3.0

REQUIREMENTS Students must complete the course with a grade of "C" or higher

DESCRIPTION The candidate examines, integrates, and applies current theories of curriculum and assessment to the teaching of students in urban classrooms. The candidate assesses and enhances children's concepts, skills, and dispositions through culturally responsive approaches and investigations of real issues.

ECE 6416 Curriculum and Assessment for Urban Education II

CREDIT HOURS 3.0

PREREQUISITES ECE 6415 with a grade of "C" or higher

REQUIREMENTS Students must complete the course with a grade of "C" or higher

DESCRIPTION The candidate extends the examination, integration, and application of current curricular and assessment theories to the teaching of students in urban classrooms. The candidate assesses and enhances children's concepts, skills, and dispositions through culturally responsive approaches and investigations of real issues.

ECE 6575 Beginning Teachers of Record as Reflective Practitioners I

CREDIT HOURS 2.0

DESCRIPTION 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 Integrative and Iterative Curriculum Design

CREDIT HOURS 6.0

DESCRIPTION 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 Beginning Teachers of Record as Reflective Practitioners II

CREDIT HOURS 2.0

PREREQUISITES ECE 6575

DESCRIPTION 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 Advocating for Students Through the Descriptive Review of a Child

CREDIT HOURS 3.0

DESCRIPTION This course focuses on the teacher as a critically reflective practitioner, affirming childrens 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 and Literacy Development

CREDIT HOURS 3.0

DESCRIPTION This course focuses on the teacher as a reflective practitioner of language and literacy instruction for culturally and linguistically diverse pupils, affirming childrens 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 HOURS 3.0

REQUIREMENTS Students must complete the course with a grade of "B" or higher

DESCRIPTION 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.

ECE 6656 Student Teaching II

CREDIT HOURS 3.0

PREREQUISITES ECE 6655 with a grade of "B" or higher

REQUIREMENTS Students must complete the course with a grade of "B" or higher

DESCRIPTION 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.

ECE 6657 ESOL Student Teaching

CREDIT HOURS 1.0 - 6.0

REQUIREMENTS Student must complete this course with a grade of "B" or higher

DESCRIPTION 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 assessment.

ECE 6660 Mentorship in the Urban Classroom I

CREDIT HOURS 3.0

REQUIREMENTS Students must complete the course with a grade of "B" or higher

DESCRIPTION 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.

ECE 6661 Mentorship in the Urban Classroom II

CREDIT HOURS 3.0

PREREQUISITES ECE 6660 with a minimum grade of "B" or higher

REQUIREMENTS Students must complete the course with a grade of "B" or higher

DESCRIPTION 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 repository to collect, synthesize, and analyze artifacts of the teaching competence.

ECE 6800 Urban Education Capstone Seminar

CREDIT HOURS 3.0

REQUIREMENTS Students must complete the course with a grade of "C" or higher

DESCRIPTION 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.

ECE 6830 Critical Theories and Research in Urban Education I

CREDIT HOURS 3.0

REQUIREMENTS Students must complete the course with a grade of "C" or higher

DESCRIPTION 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.

ECE 6831 Critical Theories and Research in Urban Education II

CREDIT HOURS 3.0

REQUIREMENTS Students must complete the course with a grade of "C" or higher

DESCRIPTION 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.

ECE 7280 Early Writing Development

CREDIT HOURS 3.0

DESCRIPTION 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 Reading Recovery Clinical for Teachers I

CREDIT HOURS 3.0

PREREQUISITES Restricted to Reading Recovery students

COREQUISITES ECE 7370

DESCRIPTION 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. (1.5 lecture hours and 1.5 laboratory hours a week.).

ECE 7370 Reading Recovery Clinical for Teachers II

CREDIT HOURS 3.0

PREREQUISITES Restricted to Reading Recovery students

COREQUISITES ECE 7360

DESCRIPTION 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. (1.5 lecture hours and 1.5 laboratory hours a week.).

ECE 7380 Reading Recovery Clinical for Teachers III

CREDIT HOURS 3.0

PREREQUISITES Restricted to Reading Recovery students; ECE 7360; and ECE 7370

DESCRIPTION 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. (1.5 lecture hours and 1.5 laboratory hours a week.).

ECE 7390 Curriculum in the Early Childhood Classroom I

CREDIT HOURS 3.0

DESCRIPTION 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 and Operation in the Elementary Classroom

CREDIT HOURS 3.0

DESCRIPTION This course explores mathematics content and appropriate related pedagogy for understanding mathematical practices with whole numbers at the P-5 elementary level. Topics include counting, cardinality and comparing numbers; number problem structures; children's invented problem-solving strategies; representations of children's solutions; and developing number sense. ECE 7393 is cross-listed with ECE 9393.

ECE 7394 Geometry and Measurement in the Elementary Classroom

CREDIT HOURS 3.0

DESCRIPTION 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 Rational Numbers and Algebra in the Elementary Classroom

CREDIT HOURS 3.0

DESCRIPTION This course explores mathematics content and appropriate related pedagogy for understanding mathematical practices with rational numbers and algebraic concepts at the P-5 elementary level. Topics include concepts and operations with fractions and decimals; understanding equivalence; relational thinking; and making and justifying conjectures about general properties of arithmetic. ECE 7395 is cross listed with ECE 9395.

ECE 7396 Data Analysis and Probability in the Elementary Classroom

CREDIT HOURS 3.0

DESCRIPTION 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 7397 Elementary Mathematics in Dual Immersion Settings

CREDIT HOURS 3.0

PREREQUISITES Admission to the Dual Immersion Endorsement Program or Master of Education in Elementary Education Program

DESCRIPTION In this course, candidates will develop their mathematical content knowledge and gain understanding about bilingual 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 Dual Immersion K-5 schools in urban communities.

ECE 7400 Curriculum in the Early Childhood Classroom II

CREDIT HOURS 3.0

PREREQUISITES ECE 7390

DESCRIPTION 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 Early Childhood Education I

CREDIT HOURS 3.0

DESCRIPTION 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 Early Childhood Education II

CREDIT HOURS 3.0

COREQUISITES ECE 7410 and EPSF 7120

DESCRIPTION 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 7440 Biliteracy: Literacy Development in Multilingual Settings

CREDIT HOURS 3.0

PREREQUISITES Admission to the Dual Immersion Endorsement Program or Master of Education in Elementary Education Program

DESCRIPTION This course focuses on the knowledge and skills needed to provide an effective learning environment for bilingual students. Course participants will explore issues related to teaching methods as they relate to language acquisition. Current biliteracy research, materials, curricula, and teaching methods will be examined with those appropriate for Dual Immersion classrooms emphasized. This is a field based course where teacher candidates apply course-based learning within the context of schools in urban communities.

ECE 7500 Guided Inquiry into Educational Advocacy

CREDIT HOURS 3.0

DESCRIPTION Through this hybrid elective course, candidates will have opportunities to explore areas of interest pertaining to issues that affect children, candidates, schools, curriculum, policy, families, and stakeholders relevant to education writ large. This course is largely self-driven and monitored as candidates are given a measure of autonomy, intellectual freedom, and idiosyncratic options for expressing understandings gained pertaining to the issue(s) selected for study. Key goals of the course intend that candidates: a) Develop tools for informing themselves on critical issues of particular interest or concern. b) Acquire strategies for reaching out to particular stakeholders who are positioned to best act upon those issues. c) Share, publish, and/or disseminate resources for stakeholders and/or colleagues, thereby establishing or strengthening informed communities of activism. d) Develop expertise that will position themselves well in future endeavors impacting the lives of candidates, families, classrooms, and/or communities within and around schools. ECE 7500 will be cross-listed with ECE 4500.

ECE 7575 Induction Teachers as Change Agents I

CREDIT HOURS 2.0

PREREQUISITES ECE 6585

DESCRIPTION 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 Teacher Inquiry for Critical Change

CREDIT HOURS 3.0

DESCRIPTION This course is part of a yearlong engagement in teacher research that will bring about a change in classroom practice, communities, and the lives of P-5 students and their families. The goal of this course is for teacher-researchers to work toward the mitigation of educational and systemic inequities through systematic and iterative processes of inquiry. This course is the embodiment of Freires construct of praxis, the merging of contemplation and deliberate action alongside others in a shared ecological context (classroom, school, community, state, nation).

ECE 7580 Language Foundations of Literacy Learning: From Acquiring Oral Language to Reading Words

CREDIT HOURS 3.0

DESCRIPTION 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 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 Induction Teachers as Change Agents II

CREDIT HOURS 3.0

PREREQUISITES ECE 7575

DESCRIPTION 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 7680B Practicum II: Advanced Teaching and Supervision

CREDIT HOURS 3.0

PREREQUISITES EDCI 7980, EPEL 7000, EPEL 7020, EPEL 7680B

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION This course is a supervised practice in an approved instructional setting. A member of the faculty maintains close supervision.

ECE 7730 Perspectives on Child Development for Culturally and Linguistically Diverse Students

CREDIT HOURS 3.0

PREREQUISITES Admission to the Dual Immersion Endorsement Program or Master of Education in Elementary Education Program

DESCRIPTION This course focuses on physical, cognitive, and affective stages of human growth and development in culturally and linguistically diverse contexts. It introduces theories and models of behavior and development applied to the field of early childhood education. In addition, students will explore the foundations of, and current research on, Dual Immersion education in grades K-5. The class is based on a socio-constructivist view of education. Therefore, much of the learning will take place through hands-on learning in concert with peers in interactive small and whole group discussions, and responses to readings and lectures.

ECE 7740 Internship in Early Childhood Classroom I

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "S" is required

DESCRIPTION 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.

ECE 7750 Content-based Curricula, Instruction and Assessment for Dual Immersion Classrooms

CREDIT HOURS 3.0

PREREQUISITES Admission to the ECEE Dual Immersion Endorsement Program or Master of Education in Elementary Education (MEd) Program

DESCRIPTION This course provides students with experiences through which they will explore and investigate science and social studies relevant to Dual Immersion classrooms. Students will learn strategies for integrating the curriculum around science and social studies that are culturally relevant. The class is based on a socio-constructivist view of education. Therefore, much of the learning will take place through hands-on learning in concert with peers in interactive small and whole group discussions, and responses to readings and lectures.

ECE 7760 Create to Learn

CREDIT HOURS 3.0

DESCRIPTION Educators examine how to facilitate opportunities for children to learn through creating and inventing. Using Constructionist and Social Constructivist theories of learning to understand design thinking, integrated pedagogy, project-based learning, problem-based learning, tinkering, play, and making. The course offers opportunities for students to build projects and create multimedia explanations for why their projects are meaningful and research-based.

ECE 7800 Capstone Experience

CREDIT HOURS 3.0 - 9.0

DESCRIPTION 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 7850 Apprenticeship in Creative and Innovative Education

CREDIT HOURS 3.0

DESCRIPTION This apprenticeship is designed to support students in cultivating dispositions and skills key in operating education-related programs, partnerships, or enterprises. Students participate in an apprenticeship with a local agency (e.g., cultural center, museum, community guild, educational enterprise, non-profit organization) or university entity to gain hands-on experience in the operations, management, and development of learning sites. (Repeatable).

ECE 7930 Research and Theories of Creative Learning

CREDIT HOURS 3.0

DESCRIPTION This course is designed to explore research and theories related to creative learning practices of children and adolescents. Students examine and critique: theories instrumental in the development of creativity as a field; research focused on fostering childrens creative and problem-solving practices; current discourses connecting creativity and national and global issues related to education.

ECE 7960 Seminar in Creative and Innovative Education

CREDIT HOURS 1.0

DESCRIPTION This seminar provides an introduction and overview for masters work in Creative and Innovative Education. It focuses on key experiences (e.g., planning apprenticeships with community partners, developing specialization pathways, pitching ideas, writing grants and seeking funding, and marketing programs) that support students in designing, developing, and implementing creative and innovative educational programs for children. (Repeatable).

ECE 7963 Practicum in Interventions

CREDIT HOURS 3.0

DESCRIPTION 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 Comprehensive Literacy Model for School Improvement

CREDIT HOURS 3.0

PREREQUISITES Master's degree or a minimum of 9 hours of appropriate reading coursework

DESCRIPTION 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 Intervention Designs for Struggling Readers

CREDIT HOURS 3.0

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

DESCRIPTION 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 Assistants

CREDIT HOURS 3.0 - 18.0

REQUIREMENTS Course is graded as satisfactory/unsatisfactory

DESCRIPTION A minimum grade of "S" is required for this course. 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. (Repeatable).

ECE 7980 Theory and Practice in Literacy

CREDIT HOURS 3.0

PREREQUISITES Masters degree or a minimum of 9 hours of appropriate reading coursework

DESCRIPTION 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 Supervision and Organization of Literacy Programs

CREDIT HOURS 3.0

PREREQUISITES Masters degree or a minimum of 9 hours of appropriate reading coursework

DESCRIPTION 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 schools literacy program. This course is one of the six course requirement for the PCL-Literacy Coach course of study.

ECE 7982 Professional Experiences in Reading

CREDIT HOURS 3.0

PREREQUISITES Masters degree or a minimum of 9 hours of appropriate reading coursework and ECE 7981 Supervision and Organization of Literacy Programs or Consent of Instructor

DESCRIPTION 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 as Agents of Change

CREDIT HOURS 3.0

PREREQUISITES Masters degree or a minimum of 9 hours of appropriate reading coursework and ECE 7981 Supervision and Organization of Literacy Programs or Consent of Instructor

DESCRIPTION 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 Curriculum Design and Evaluation of Literacy Programs

CREDIT HOURS 3.0

PREREQUISITES Masters degree or a minimum of 9 hours of appropriate reading coursework

DESCRIPTION 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 in International Education

CREDIT HOURS 3.0

DESCRIPTION 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 8021 Child Development and Beyond

CREDIT HOURS 3.0

DESCRIPTION Exploring historical and contemporary theories and practices related to human development in childhood and early adolescence, students in this course examine and critique the origins, goals, and assumptions of developmental discourses (e.g., developmentally appropriate practice, readiness). Students examine effects of these discourses on current educational practice and draw implications for designing and implementing in school and out-of-school experiences with children that enhance creative learning.

ECE 8100 Children in Society

CREDIT HOURS 3.0

DESCRIPTION The purpose of this course is to empower educators to teach for a more equitable society. Issues of diversity, including race, social class, language, intelligence, etc. will be explored to deepen understandings of diversity so that educators may be agents of change. Educators will examine how cultural practices, policies, and media position and represent children in US and international societies. They will also examine how children themselves are advocating and influencing policies, practices, and media through their own socially networked activities and child-made media products. ECE 8100 may be cross-listed with ECE 9360.

ECE 8200 Critical Pedagogy in Practice

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

PREREQUISITES Restricted to Reading Recovery students

COREQUISITES ECE 8360, ECE 8370, and ECE 8700

DESCRIPTION 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 HOURS 3.0

PREREQUISITES Restricted to Reading Recovery students and ECE 8300

COREQUISITES ECE 8320, ECE 8380, ECE 8390, and ECE 8700

DESCRIPTION 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 HOURS 3.0

PREREQUISITES Restricted to Reading Recovery students and ECE 8300

COREQUISITES ECE 8310, ECE 8380, ECE 8390, and ECE 8700

DESCRIPTION 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 Reading Recovery Clinical for Leaders I

CREDIT HOURS 3.0

PREREQUISITES Restricted to Reading Recovery students

COREQUISITES ECE 8300, ECE 8370, and ECE 8700

DESCRIPTION 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. (1.5 lecture hours and 1.5 laboratory hours a week.).

ECE 8370 Reading Recovery Clinical For Leaders II

CREDIT HOURS 3.0

PREREQUISITES Restricted to Reading Recovery students

COREQUISITES ECE 8300, ECE 8360, and ECE 8700

DESCRIPTION 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. (1.5 lecture hours and 1.5 laboratory hours a week.).

ECE 8380 Reading Recovery Clinical for Leaders III

CREDIT HOURS 3.0

PREREQUISITES Restricted to Reading Recovery students and ECE 8370

COREQUISITES ECE 8320, ECE 8390, and ECE 8700

DESCRIPTION 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. (1.5 lecture hours and 1.5 laboratory hours a week.).

ECE 8390 Reading Recovery Clinical for Leaders IV

CREDIT HOURS 3.0

PREREQUISITES Restricted to Reading Recovery students and ECE 8360

COREQUISITES ECE 8310, ECE 8320, and ECE 8380

DESCRIPTION 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. (1.5 lecture hours and 1.5 laboratory hours a week.).

ECE 8400 Teacher Development

CREDIT HOURS 3.0

DESCRIPTION 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 Teacher Support and Coaching Endorsement begins in this course. May extend beyond one term.

ECE 8420 Essentials of Elementary Science

CREDIT HOURS 3.0

DESCRIPTION This course introduces the science content and pedagogy of early elementary classrooms. Participants will learn Life, Physical, Earth and Space Disciplinary Core Ideas based on the Framework for K-12 Science Education. They will also develop lesson plans using the 5E Model and the 3 Dimensional Planning as outlined in the Framework for Science Education. Special attention is paid to 1) common misconceptions in early elementary topics and 2) safety. This is a required course for the K-5 Science Endorsement but non-endorsement candidates can take this course as an elective.

ECE 8430 Mastery of Elementary Science

CREDIT HOURS 3.0

DESCRIPTION This course addresses the content of upper elementary classrooms. Students will learn Life, Physical, Earth and Space Disciplinary Core Ideas based on the Framework for K-12 Science Education including content such as: cells, ecosystems, heredity of traits, energy, chemical reactions, climate and Earths systems. The pedagogy will focus on assessment, differentiation and engaging a diverse community of learners to be inclusive of all students. This is a required course for the K-5 Science Endorsement but non-endorsement candidates can take this course as an elective with permission from the instructor.

ECE 8440 Leadership in Elementary Science

CREDIT HOURS 3.0

DESCRIPTION This course addresses interdisciplinary and challenging science concepts from the K-5 progression of the Framework for K-12 Education such as, plate tectonics, natural selection, conservation of energy and wave properties. Participants will prepare to become leaders in their schools through their deeper investigation of the Crosscutting Concepts and Science and Engineering Core Ideas as well as STEM (Science Technology Engineering and Mathematics) practices in the elementary classroom. This is a required course for the K-5 Science Endorsement.

ECE 8450 Nature of STEM Education

CREDIT HOURS 3.0

REQUIREMENTS Students must complete the course with a grade of "C" or higher

DESCRIPTION This course explores the History and Pedagogy of STEM Education through an interdisciplinary exploration of STEM research, STEM business and STEM Education as part of a STEM Endorsement. STEM fields are fast-moving, ever-changing fields. The goal of the course is to develop STEM leaders as lifelong learners of STEM fields so they will be able to change as the fields change. An emphasis is placed on current STEM research, business and education trends as well as making authentic connections with professionals in all of these fields.

ECE 8455 STEM Project-Based Instruction

CREDIT HOURS 3.0

REQUIREMENTS Students must complete the course with a grade of "C" or higher

DESCRIPTION Within a STEM philosophy pedagogical content knowledge(s) (PCK) are further developed as teachers work toward the design of project-based units. Competency is continually built as candidates read about and discuss the principles of PBI; reflect on observations of project-based learning environments in elementary school settings; and incorporate what they are learning into the design of project-based lessons and ultimately, an entire project-based unit.

ECE 8660 STEM Field Experience

CREDIT HOURS 2.0 - 3.0

REQUIREMENTS Students must complete the course with a grade of "B" or higher

DESCRIPTION This course is designed to prepare teachers of STEM through authentic experiences as part of an STEM Endorsement. Candidates will be observed and supervised in an STEM classroom environment as well as participate in a STEM related externship. Candidates will culminate this experience by implementing a collaborative STEM project.

ECE 8680 Internship in Teacher Support

CREDIT HOURS 3.0

PREREQUISITES ECE 8400

REQUIREMENTS Minimum grade of "S" required for this course

DESCRIPTION This course provides participants with opportunities to engage in field-based opportunities in P-5 schools and classrooms to encourage development as teacher researchers, mentors, 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 teacher development experiences. Program requirements for completion of the Teacher Support and Coaching (TSC) Endorsement continue in this course. Internship may extend beyond one term. (Repeatable).

ECE 8700 Reading Recovery Supervision

CREDIT HOURS 3.0

PREREQUISITES Restricted to Reading Recovery students

COREQUISITES ECE 8300, ECE 8360, and ECE 8370

DESCRIPTION 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 HOURS 6.0

REQUIREMENTS Minimum grade of "S" is required for this course

DESCRIPTION The capstone experience is designed by faculty and participants to provide a final reflection and documentation of an individual's work. As a culminating experience, it incorporates components of the program including self assessment, reflection, articulation of work to an outside audience, peer assessment, research analysis, and an action research project. The format for the capstone is negotiated by faculty and participants but must include emphasis on the three strands of the program: early childhood education, leadership, and research.

ECE 8920 Constructivist Theories and Research in Early Childhood Education

CREDIT HOURS 3.0 - 6.0

DESCRIPTION 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 HOURS 3.0

PREREQUISITES EPRS 8510 or permission of the instructor

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION 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. (Same as EPRS 9120).

ECE 9360 Curriculum, Issues, and Historical Perspectives in Early Childhood and Elementary Education

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION 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. ECE 9360 may be cross-listed with ECE 8100.

ECE 9380 Discourse Analysis

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION 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. (Same as EPRS 9380).

ECE 9393 Number and Operation in the Elementary Classroom

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION This course will explore the mathematics content, appropriate related pedagogy, and research base for understanding mathematical practices with whole numbers at the P-5 elementary level. Topics include counting, cardinality and comparing numbers; number problem structures; children's invented problem-solving strategies; representations of children's solutions; and developing number sense. ECE 9393 is cross-listed with ECE 7393.

ECE 9394 Geometry and Measurement in the Elementary Classroom

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION 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.

ECE 9395 Rational Numbers and Algebra in the Elementary Classroom

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION This course explores mathematics content and appropriate related pedagogy for understanding mathematical practices with rational numbers and algebraic concepts at the P-5 elementary level. Topics include concepts and operations with fractions and decimals; understanding equivalence; relational thinking; and making and justifying conjectures about general properties of arithmetic. ECE 9395 is cross listed with ECE 7395.

ECE 9396 Data Analysis and Probability in the Elementary Classroom

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION 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.

ECE 9400 Teacher Development

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION This course focuses on theory and research related to teacher change and development and practices related to teacher development. The course includes an internship in which participants work with a student teacher to promote teacher development.

ECE 9420 Early Literacy Learning

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION 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 childs 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 (Cross-listed with EDRD 7260).

ECE 9800 Scholarly Inquiry

CREDIT HOURS 3.0

DESCRIPTION This course provides an introduction to doctoral work in Early Childhood and Elementary Education by preparing students to become reflexive members of scholarly communities. Focusing on intellectual discussion and scholarly reading and writing practices and processes, students examine how academics work within such constructs as research, theory, collaboration, critical and conceptual thinking, self-reflection, intellectual ambiguity, and social action. (Repeatable).

ECE 9810 Directed Reading in Early Childhood Education

CREDIT HOURS 1.0 - 3.0

PREREQUISITES consent of the instructor

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION 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 and Elementary Education, must be completed and signed by the instructor and the departmental chair prior to registration. (Repeatable).

ECE 9820 Teacher-Child Relationships in Early Childhood

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION Aside from parents, teachers are a most significant influence in childrens 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.

ECE 9830 Becom(ing) a Field: Exploration Amidst Diverse Perspectives

CREDIT HOURS 3.0

DESCRIPTION Students will work with instructors and peers to develop an individual reading trajectory based on a discourse, trend, idea, or topic vital to each student's scholarly focus in education. Students will read texts from their individual trajectories and draw upon those readings in discussions and writing with peers and instructors. The combination of self-directed reading and collaborative sense-making aims to diversify students understandings about the problems and issues operating in the broader field of education.

ECE 9840 Socio-Cultural Issues in Early Childhood and Elementary Education

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "B" is required for this 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.

ECE 9850 Research Seminar in Early Childhood and Elementary Education

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION 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. (Repeatable).

ECE 9860 Evaluating and Interpreting Research in Early Childhood and Elementary Education

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION 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.

ECE 9870 University Teaching Apprenticeship

CREDIT HOURS 2.0

DESCRIPTION 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 Teacher Development Apprenticeship

CREDIT HOURS 1.0

DESCRIPTION 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 HOURS 3.0

PREREQUISITES ECE 9850

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION The student learns to conduct research through close participation with an experienced faculty researcher. At the end of the course the student is prepared to conduct research independently.

ECE 9910 Developing Doctoral Students as Scholarly Writers

CREDIT HOURS 3.0

DESCRIPTION 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 Advanced Research and Theory in Child Development

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION 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.

ECE 9990 Dissertation

CREDIT HOURS 1.0 - 18.0

REQUIREMENTS A minimum grade of "S" is required for this course

DESCRIPTION Involves the research and writing of the doctoral dissertation. Dissertation may extend beyond one term. Course is graded as satisfactory/unsatisfactory. (Repeatable).

ECON 6030 Introduction to Mathematics for Economists

CREDIT HOURS 3.0

PREREQUISITES MATH 1111, ECON 2105, ECON 2106 or consent of the instructor

DESCRIPTION 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 American Economic History

CREDIT HOURS 3.0

DESCRIPTION (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 7100 Economics for Teachers

CREDIT HOURS 4.0

DESCRIPTION The focus of this course is the planning and teaching of a high school economics class. Study and discussion focuses on contemporary issues in the teaching of economics and social sciences. Students examine secondary level content and pedagogical strategies in the 9 12th grade social studies curriculum. By the end of the course, each student will have the tools to develop a comprehensive course plan and teach an economics lesson for the first semester of a high school economics course.

ECON 8000 Special Topics in Economics

CREDIT HOURS 3.0

REQUIREMENTS The course is intended primarily for master's students

DESCRIPTION This course provides a graduate-level treatment of topics in economics. The course can be repeated when topics vary.

ECON 8010 Math Essentials for Economics

CREDIT HOURS 2.0

DESCRIPTION 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 Mathematics for Economists

CREDIT HOURS 3.0

PREREQUISITES ECON 6030 with a C+ or higher, or consent from instructor

DESCRIPTION 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 Economics of the Public Sector

CREDIT HOURS 3.0

PREREQUISITES ECON 2106 and PMAP 8141

DESCRIPTION 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 Applied Microeconomic Analysis

CREDIT HOURS 3.0

PREREQUISITES ECON 3910 and ECON 6030 or MGS 9910

DESCRIPTION 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 HOURS 3.0

PREREQUISITES ECON 3900 and ECON 6030 or MGS 9910

DESCRIPTION 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 Economics and Policy

CREDIT HOURS 3.0

PREREQUISITES ECON 4500

DESCRIPTION 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 intergenerational model with foundations planted in the microeconomic theory of choice (on the demand for money side). Monetary macroeconomics and open economy macroeconomics are treated extensively to recognize the importance of international economic phenomena and foreign sector policy as influences on the outcomes of domestic monetary policy actions.

ECON 8180 Applied Economic Analysis

CREDIT HOURS 3.0

PREREQUISITES ECON 8100 and ECON 8110

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 Resources and Labor Markets

CREDIT HOURS 3.0

PREREQUISITES ECON 3910 and MBA 7030

DESCRIPTION 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 HOURS 3.0

PREREQUISITES ECON 8100 or MBA 7030

DESCRIPTION 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 HOURS 3.0

PREREQUISITES ECON 8080 or ECON 3910

DESCRIPTION This course examines the underlying causes of urban economic problems and evaluates alternative public policies for dealing with specific problems including congestion, discrimination, poverty, affordable housing, and central city decay. Emphasis is placed on the spatial characteristics of the urban economy as well as on market failures arising from the presence of externalities.

ECON 8310 Economics of Educational Policy

CREDIT HOURS 3.0

DESCRIPTION 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 Environmental and Natural Resource Economics and Theory

CREDIT HOURS 3.0

PREREQUISITES ECON 2106 or ECON 8100 or PMAP 8141 or MBA 7030 or consent of the instructor

DESCRIPTION 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 Economics

CREDIT HOURS 1.0 - 6.0

PREREQUISITES Requires consent of the instructor

DESCRIPTION

ECON 8430 Theory of the Firm and Business Strategy

CREDIT HOURS 3.0

PREREQUISITES ECON 8100

DESCRIPTION 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 Organization and Antitrust Economics

CREDIT HOURS 3.0

PREREQUISITES ECON 3910 or MBA 7030

DESCRIPTION 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 Economics of the State and Local Public Sector

CREDIT HOURS 3.0

PREREQUISITES ECON 8080 or PMAP 8141 or MBA 7030

DESCRIPTION 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 International Public Economics

CREDIT HOURS 3.0

PREREQUISITES ECON 8080 or PMAP 8141 or MBA 7030

DESCRIPTION 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 History of Economic Thought

CREDIT HOURS 3.0

PREREQUISITES ECON 2106

DESCRIPTION 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 HOURS 3.0

PREREQUISITES ECON 8100 and ECON 8740

DESCRIPTION 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 8710 Introduction to Statistical Foundations for Econometrics

CREDIT HOURS 3.0

PREREQUISITES Basic probability and statistics; multivariate calculus is recommended

DESCRIPTION The course provides probability and statistical tools necessary for studying econometrics at graduate level. Topics covered include basic techniques of probability theory, estimation, hypothesis testing, estimation methods, and matrix algebra. Applications of these concepts to economic problems and illustrations from business and economics are emphasized.

ECON 8740 Applied Statistics and Econometrics

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

PREREQUISITES ECON 8740 or ECON 9720 with grade of C or higher

DESCRIPTION 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 Statistics and Econometrics II

CREDIT HOURS 3.0

PREREQUISITES ECON 8740

DESCRIPTION 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 HOURS 3.0

PREREQUISITES ECON 3910 or MBA 7030

DESCRIPTION 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 HOURS 3.0

PREREQUISITES ECON 2105 and ECON 2106

DESCRIPTION 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 8899 Causal Inference and Evidence-based Policy

CREDIT HOURS 3.0

PREREQUISITES A graduate-level statistics course that covers probability theory, hypothesis testing and linear regression

DESCRIPTION If unsure about prerequisite, contact the professor. To answer cause-and-effect questions, a counterfactual model of causality and a unified methodological framework has been developed over the last three decades. This class aims to teach students to apply and interpret the counterfactual model and associated designs for answering policy-relevant empirical questions. Students will gain a deeper understanding of, and connections among, approaches to answering causal questions and of the nature of evidence itself. The topics comprise experimental designs and a suite of observational designs, including conditioning designs, partial identification designs, multiple control group designs, instrumental variable designs, regression discontinuity designs, synthetic control designs and tests of known effects and sensitivity tests to hidden bias. These topics are examined in a broad range of policy domains (poverty, planning, economic development, politics, crime, social work, health, public finance, environment, and others).

ECON 8990 Thesis Research

CREDIT HOURS 1.0 - 15.0

DESCRIPTION Thesis research for students in the MA-EC program.

ECON 8999 Masters Research in Economics

CREDIT HOURS 1.0 - 18.0

DESCRIPTION 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 technologies. A grade of S or U will be assigned based on attendance and participation in departmental research activities.

ECON 9000 Doctoral Research

CREDIT HOURS 1.0 - 18.0

DESCRIPTION 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 Microeconomic Analysis I

CREDIT HOURS 3.0

PREREQUISITES Only Ph.D. students in economics, business, and political science, except by special permission from the instructor

DESCRIPTION This course is designed for Ph.D. 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 HOURS 3.0

PREREQUISITES ECON 3900 and ECON 6030 or MGS 9910

DESCRIPTION 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 HOURS 3.0

PREREQUISITES ECON 8030 and ECON 9010

DESCRIPTION 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 HOURS 3.0

PREREQUISITES ECON 9020 and ECON 8030

DESCRIPTION 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 Macroeconomic Theory

CREDIT HOURS 3.0

PREREQUISITES ECON 9040

DESCRIPTION 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 Advanced Monetary Theory

CREDIT HOURS 3.0

PREREQUISITES ECON 8130

DESCRIPTION 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 HOURS 3.0

PREREQUISITES ECON 9010 and ECON 9030 with a C+ or higher, or consent of instructor

DESCRIPTION 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 HOURS 3.0

PREREQUISITES ECON 9010 and ECON 9030 with a C+ or higher, or consent of instructor

DESCRIPTION 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 HOURS 3.0

PREREQUISITES ECON 8100 and ECON 8750

DESCRIPTION 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 Advanced Labor Economics

CREDIT HOURS 3.0

PREREQUISITES ECON 8100 and ECON 8750

DESCRIPTION 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 Economics

CREDIT HOURS 3.0

PREREQUISITES ECON 8100 and ECON 8300, or equivalent

DESCRIPTION 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 Environmental and Resource Economics I

CREDIT HOURS 3.0

PREREQUISITES ECON 8100 and ECON 8120

DESCRIPTION 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 Environmental and Resource Economics II

CREDIT HOURS 3.0

PREREQUISITES ECON 8100 and ECON 8120

DESCRIPTION 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 HOURS 3.0

PREREQUISITES ECON 8100 and ECON 8300 or equivalent

DESCRIPTION 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 HOURS 3.0

DESCRIPTION ECON 9030 with grade of C or higher. 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 Economics I

CREDIT HOURS 3.0

PREREQUISITES ECON 8100

DESCRIPTION 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 Economics II

CREDIT HOURS 3.0

PREREQUISITES ECON 8100

DESCRIPTION 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 HOURS 1.0 - 18.0

DESCRIPTION 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 HOURS 3.0

PREREQUISITES Third-year Ph.D. students and above who have passed micro and macro qualifying exams, or by instructor approval

DESCRIPTION This course provides a forum for the development and implementation of dissertation topics and research, and is meant to introduce students to a formal workshop environment. Students in their 3rd year and above will present their most current research or research proposals at least once annually. In addition, they will provide constructive criticism to their peers on a weekly basis.

ECON 9515 Dissertation Workshop II

CREDIT HOURS 1.0 - 3.0

PREREQUISITES ECON 9510

DESCRIPTION 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 in Economics

CREDIT HOURS 1.0 - 3.0

PREREQUISITES Requires consent of the instructor

DESCRIPTION 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 9610 Health Economics I: Economics of Health Care Supply

CREDIT HOURS 3.0

DESCRIPTION ECON 9010 and ECON 9030 with a B- or higher, or consent of instructor. The field of health economics can be broadly described as consisting of two parts: 1) the demand side, or factors influencing individuals demand for health and medical care, and 2) the supply side, or factors influencing health care providers supply of medical services. This course focuses on the supply side of the field, divided into eight segments: 1) An overview of the field of health economics that focuses on what makes health economics a distinct field and where health economists typically work, 2) the transformation of medical care into health, 3) the market for physician care, 4) the market for hospital care, 5) the market for health insurance, 6) public health insurance, 7) private health insurance, and 8) health care reform and the ACA.

ECON 9620 Health Economics II: The Demand for Health and Health Care

CREDIT HOURS 3.0

DESCRIPTION ECON 9010 and ECON 9030 with a B- or higher, or consent of instructor. The field of health economics can be broadly described as consisting of two parts: 1) the demand side, or factors influencing individuals demand for health and medical care, and 2) the supply side, or factors influencing health care providers supply of medical services. This course focuses on the demand side of the field, divided into eight segments: 1) an introduction that focuses on trends in health care spending, 2) the human capital model of health, 3) socioeconomic status and health, 4) health insurance and health, 5) economic models of addiction 6) the economics of smoking, 7) the economics of alcohol, and 8) the economics of obesity.

ECON 9710 Econometrics I: Statistical Foundations

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

PREREQUISITES ECON 9710 or MGS 9920

DESCRIPTION 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 Advanced Econometrics

CREDIT HOURS 3.0

PREREQUISITES ECON 9720 or MGS 9950

DESCRIPTION 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 HOURS 3.0

PREREQUISITES ECON 9720

DESCRIPTION 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 HOURS 3.0

PREREQUISITES ECON 9720 and ECON 9730

DESCRIPTION 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 International Trade Theory

CREDIT HOURS 3.0

PREREQUISITES ECON 8100

DESCRIPTION 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 International Monetary Economics

CREDIT HOURS 3.0

PREREQUISITES ECON 8100 and ECON 8110

DESCRIPTION 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 in Experimental Economics

CREDIT HOURS 3.0

PREREQUISITES ECON 9340

DESCRIPTION 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 Development in Experimental Economics

CREDIT HOURS 2.0

PREREQUISITES ECON 9340 with a C+ or higher, or consent from instructor

DESCRIPTION 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.

EDUC 7777 Field Experiences in International Education

CREDIT HOURS 3.0

REQUIREMENTS Students must participate in the international travel required for this course

DESCRIPTION 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. Cross-listed with EDUC 3333.

EDUC 8360 Teacher Support Specialist

CREDIT HOURS 3.0

PREREQUISITES permission of instructor

DESCRIPTION Provides education and training in the skills and knowledge and attitudes needed to be a student teacher supervisor, mentor, coach, and supervisor.

EDUC 8660 Teacher Support Specialist Internship

CREDIT HOURS 3.0

PREREQUISITES EDUC 8360

DESCRIPTION Provides an internship using the skills and knowledge and attitudes needed to be a student teacher supervisor, mentor, coach, and supervisor.

EPS 7810 Directed Readings and Research

CREDIT HOURS 1.0 - 3.0

PREREQUISITES consent of the department chair

DESCRIPTION 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 Assistants

CREDIT HOURS 3.0 - 18.0

REQUIREMENTS Course is graded as satisfactory/unsatisfactory

DESCRIPTION A minimum grade of "S" is required for this course. 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. (Repeatable).

EPS 7990 Master's Thesis

CREDIT HOURS 1.0 - 6.0

PREREQUISITES Restricted to master's-level students

REQUIREMENTS The course is graded as satisfactory/unsatisfactory

DESCRIPTION A minimum grade of "S" is required for this course. Students earn credit for supervised development and preparation of the thesis. The thesis may extend beyond one term. (Repeatable).

EPS 7991 Master's Project

CREDIT HOURS 1.0 - 6.0

REQUIREMENTS The project is graded as satisfactory/unsatisfactory

DESCRIPTION A minimum grade of "S" is required for the master's project. Students earn credit for supervised development and preparation of the master's project. (Repeatable).

EPS 8360 Educational Policy Making and Analysis

CREDIT HOURS 3.0

DESCRIPTION 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 8780 Social Network Analysis

CREDIT HOURS 3.0

DESCRIPTION This is a basic introductory, hands-on course, employing the social network analysis (SNA) examples in both social and natural science. SNA is a study of the patterns of relations between actors (i.e., people, information, biological elements, etc.). In addition to qualitative and quantitative research methods, SNA provides a valuable alternative perspective to help us understand how the social relationships affect individual actor behaviors and collective behaviors. It is of particular value in analyzing social media data.

EPS 8800 Independent Study

CREDIT HOURS 3.0

PREREQUISITES consent of the department chair

REQUIREMENTS contract between student and sponsoring Educational Policy Studies faculty member

DESCRIPTION Provides in-depth study of selected area(s). It is highly personalized to meet the needs and career interests of the student. The independent study may extend beyond one term. (Repeatable).

EPS 8810 Directed Reading and Research

CREDIT HOURS 1.0 - 3.0

PREREQUISITES consent of the instructor and the department chair

DESCRIPTION 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 8950 Professional Development Seminar

CREDIT HOURS 1.0

DESCRIPTION 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.

EPS 8970 Seminar in Educational Policy Studies

CREDIT HOURS 3.0

DESCRIPTION Study and exploration of selected issues related to policies and educational leadership are discussed. (Repeatable).

EPS 9260 Issues of Race, Class, and Gender in Education

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION Examines historical and contemporary interrelationships of hegemony, domination, and power undergirding sociocultural viewpoints, institutional forces, and policy discourses in education. Focuses upon the study of theory and praxis for equity and justice.

EPS 9270 Research in Educational Policy Studies

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION 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.

EPS 9980 Research Seminar in Educational Policy Studies

CREDIT HOURS 3.0

PREREQUISITES EPS 9260 and EPS 9270

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION Students study course topics decided by the seminar participants as well as a topic of their own choosing. Emphasis is on critical analysis and communication across areas of policy studies.

EPS 9990 Dissertation

CREDIT HOURS 1.0 - 18.0

REQUIREMENTS Course is graded as satisfactory/unsatisfactory

DESCRIPTION A minimum grade of "S" is required for the completion of the dissertation. Involves the research and writing of the doctoral dissertation. Dissertation may extend beyond one term. (Repeatable).

EPY 7080 The Psychology of Learning and Learners

CREDIT HOURS 3.0

DESCRIPTION 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 The Psychology of Learning and Learners: The Young Child

CREDIT HOURS 3.0

DESCRIPTION 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 and Family over the Lifespan

CREDIT HOURS 3.0

DESCRIPTION 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 7660 Practicum in Applied Behavior Analysis

CREDIT HOURS 3.0

PREREQUISITES Admission to the M.S. program in Applied Behavior Analysis or in Educational Psychology at Georgia State University or by special permission of the Applied Behavior Analysis Program Coordinator

DESCRIPTION Students must have completed with a grade of B or higher the following courses: EPY 8020, EPY 8850, and EPY 8970. This course will provide students with opportunities for supervision of clinical work in applied behavior analysis. The course will follow the experience guidelines set forth by the Behavior Analyst Certification Board (bacb.com). The purpose of this course is to provide additional learning opportunities in the areas of working directly with clients/customers, implementing treatment plans, and monitoring and analyzing data to make data-based decisions. Students enrolled in practicum will be required to find placement at an approved practicum site that will allow them to meet the specified hour requirements. (Repeatable).

EPY 7975 Seminar for Graduate Assistants

CREDIT HOURS 3.0 - 18.0

REQUIREMENTS A minimum grade of "S" is required for this course

DESCRIPTION This course is designed to inform students of policies and procedures to complete an assistantship. Professional ethics associated with teaching, research planning, management, and accounting procedures are reviewed. The course focuses on the teaching and research being conducted in order to further the understanding of all students involved in teaching and research. Course is graded as satisfactory/ unsatisfactory. (Repeatable).

EPY 7990 Master's Capstone

CREDIT HOURS 1.0 - 6.0

PREREQUISITES Restricted to MS Educational Psychology students

REQUIREMENTS A minimum grade of "S" is required for this course

DESCRIPTION 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. (Repeatable).

EPY 8010 Professional Studies in Educational Psychology

CREDIT HOURS 3.0

PREREQUISITES two graduate methodological courses or consent of instructor

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION 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.

EPY 8020 Principles of Behavior Analysis

CREDIT HOURS 3.0

DESCRIPTION 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 Advanced Applied Behavior Analysis

CREDIT HOURS 3.0

PREREQUISITES EPY 8020

DESCRIPTION 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 The Psychology of Instruction

CREDIT HOURS 3.0

DESCRIPTION Students analyze theoretical models and psychological bases of instructional techniques. Research on psychology of instruction is critically evaluated.

EPY 8070 Understanding and Facilitating Adult Learning

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 Motivational Factors in Learning and Behavior

CREDIT HOURS 3.0

DESCRIPTION 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 Learning and the School-Age Child (5 to 18 Years)

CREDIT HOURS 3.0

DESCRIPTION Students critically examine and evaluate theoretical and empirical research on the factors that affect learning of students from 5 to 18 years of age. The relevance of the literature to educational practice is emphasized.

EPY 8200 Advanced Developmental Psychology: Cognition and Intellect

CREDIT HOURS 3.0

DESCRIPTION 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.

EPY 8220 Advanced Developmental Psychology: Personality and Socialization

CREDIT HOURS 3.0

DESCRIPTION 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.

EPY 8240 Development of Racial, Ethnic, and Cultural Identity

CREDIT HOURS 3.0

DESCRIPTION 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 Children

CREDIT HOURS 3.0

DESCRIPTION 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 8790 International Experiences and Issues in Education

CREDIT HOURS 3.0

DESCRIPTION This course explores issues in international education through a study abroad experience and coursework. Students will participate in an international experience that promotes understanding multicultural perspectives, global citizenry, and comparative education. The course will focus on the educational and cultural context of the host country. Course experiences may include teaching, classroom or clinic observation, field experiences, and/or service-learning. Students must satisfy all pre-requisite course and travel preparations as designated by the university and course instructor. Additional course requirements will be specified in the course syllabus.

EPY 8810 Directed Reading or Research in Educational Psychology

CREDIT HOURS 1.0 - 6.0

DESCRIPTION Students study selected areas. The directed reading may extend beyond one term. (Repeatable).

EPY 8850 Introduction to Single-Case Methodology

CREDIT HOURS 3.0

DESCRIPTION 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 Applications of Single-Case Methodology

CREDIT HOURS 3.0

PREREQUISITES EPY 8850

DESCRIPTION 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 Psychology

CREDIT HOURS 1.0 - 3.0

PREREQUISITES consent of the instructor

DESCRIPTION Students discuss selected topics in educational psychology. (Repeatable in different areas).

EPY 8961 Professional Development Seminar in Educational Psychology

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "S" is required for this course

DESCRIPTION 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 scholarship at the department, college, and university levels. Seminar is graded as satisfactory/unsatisfactory.

EPY 8970 Ethics for Behavior Analysts

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

PREREQUISITES Ph.D. student status

DESCRIPTION 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 9310 Reading Development, Disorders, and Intervention Research

CREDIT HOURS 3.0

DESCRIPTION The purpose of this seminar is to provide students with current knowledge about the science of reading including its relationship to oral language. The focus will be on typical acquisition and disorders. Interventions designed to ameliorate reading disabilities will be highlighted. This course is cross-listed with PSYC 9310.

EPY 9320 Language Development, Disorders, and Intervention Research

CREDIT HOURS 3.0

DESCRIPTION The purpose of this seminar is to provide students with current knowledge about theories and empirical literature on language development and disorders. Interventions designed to ameliorate language impairments will be highlighted. This course is cross-listed with PSYC 9320.

EPY 9330 Measurement and Assessment in Advanced Language and Literacy Science

CREDIT HOURS 3.0

DESCRIPTION The purpose of this seminar is to provide students with current knowledge about the science of assessment and measurement of language and literacy skills including the range of tests available and measures of intervention outcomes. Information about test adaptations and variables that affect performance across a range of populations are addressed. This course is cross-listed with PSYC 9330.

EPY 9660 Internship in Educational Psychology

CREDIT HOURS 3.0

PREREQUISITES EPY 9000 and consent of instructor

DESCRIPTION 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 HOURS 1.0 - 18.0

REQUIREMENTS A minimum grade of "S" is required for completion of the dissertation

DESCRIPTION Involves the research and writing of the doctoral dissertation. Dissertation may extend beyond one term. The dissertation is graded as satisfactory/unsatisfactory.(Repeatable).

ENGL 6510 Grant and Proposal Writing

CREDIT HOURS 3.0

PREREQUISITES graduate standing

DESCRIPTION Study and practice in grant and proposal writing in business and organizational settings.

ENGL 6521 Archival Research Methods

CREDIT HOURS 3.0

DESCRIPTION Cross listed with ENGL 4521. Introduces students to archival research methods through the study of print and digital primary resources. Includes study of methodologies, methods, material conditions of archival collections, researcher positionality, and the cultural contexts of production and collection of primary materials.

ENGL 8000 Bibliography and Research Methods

CREDIT HOURS 3.0

DESCRIPTION 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: Researching and Writing Your M.A. Thesis

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION Central trends in modern drama, with readings in modern English, American, and European dramatists.

ENGL 8060 Literary Criticism

CREDIT HOURS 3.0

DESCRIPTION An introduction to literary theory and criticism including an historical survey.

ENGL 8065 Foundations of Modern Critical Theory

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION A survey of contemporary ideas, issues, and concepts in literary theory from New Criticism to the present day.

ENGL 8075 Feminist Literary Theory

CREDIT HOURS 3.0

DESCRIPTION Survey of contemporary ideas, issues, and concepts in feminist literary theory.

ENGL 8080 Modern Grammar

CREDIT HOURS 3.0

DESCRIPTION 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 History of the English Language

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

PREREQUISITES consent of the Director of Graduate Studies

DESCRIPTION Specialized research projects for doctoral and advanced M.A. students. May be repeated if topics vary.

ENGL 8115 Technical Writing

CREDIT HOURS 3.0

DESCRIPTION (Formerly ENGL 6110.) Study of scientific and technical styles; practice in various formats, including reports, proposals, instructional manuals, and professional papers.

ENGL 8120 Proseminar: Writing for Academic Publication

CREDIT HOURS 3.0

DESCRIPTION Study of academic writing and publicaiton opportunities; focus on submitting conference abstracts, book reviews, and journal articles for publication; prospectus writing for M.A. and Ph.D. theses and dissertations. Students will have the opportunity to develop and expand their research in the field in which they choose to write a thesis or dissertation.

ENGL 8121 Rhetoric of Digital Media

CREDIT HOURS 3.0

DESCRIPTION This course will introduce current theories and practices for design and production with digital media with the goal of developing rhetorically savvy composers and critics. Covers current digital media theory, digital literacy, and theories of visual, aural, haptic, spatial, and other analysis important for digital rhetoric and composition.

ENGL 8123 Digital Media Production

CREDIT HOURS 3.0

DESCRIPTION This course will be production-intensive and focus on current practices in web design and other digital media design for different applications such as scholarly projects, digital pedagogy, online teaching and digital editing.

ENGL 8125 Writing and Research Methodology

CREDIT HOURS 3.0

DESCRIPTION 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 Contemporary Rhetorical Theory

CREDIT HOURS 3.0

DESCRIPTION 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 of Literary Craft

CREDIT HOURS 3.0

DESCRIPTION Study of literary structures and techniques. Designed for but not limited to creative writing students. May be repeated if topics vary.

ENGL 8170 Classical Rhetoric: Greek

CREDIT HOURS 3.0

DESCRIPTION Historical foundations examining the theories, practices, and teaching of rhetoric from Archaic Greece through the Hellenistic Age; including nonwestern rhetoric and contemporary receptions of history.

ENGL 8171 Classical Rhetoric: Roman

CREDIT HOURS 3.0

DESCRIPTION Historical foundations examining the theories, practices, and teaching of rhetoric from the Roman Republic to the fall of the Roman Empire; including nonwestern rhetoric and contemporary receptions of history.

ENGL 8172 Medieval and Renaissance Rhetoric

CREDIT HOURS 3.0

DESCRIPTION Historical foundations of rhetorical theory and practices from Augustine to Madame de Scudery, covering the Middle Ages through the Renaissance in Great Britain, Europe, the Middle-East, and Asia, with emphasis on major figures, technological advances, and feminist rhetoric.

ENGL 8173 18th & 19th Century Rhetoric

CREDIT HOURS 3.0

DESCRIPTION This course explores the importance of enlightenment rhetorics influence upon subsequent developments in oratory, belletristic rhetoric, composition pedagogy, print rhetoric, and the varied venues of rhetorical engagement. This is not a course in enlightenment philosophy, although we will certainly read philosophers from the period. Rather, we will look to the enlightenment period (broadly defined) to locate the origins of contemporary fields housed in English departments. This lens will necessitate our expanding the traditional boundaries of the enlightenment period. In particular, we will examine the influence of Scottish enlightenment theories and practices upon American pedagogy (broadly defined).

ENGL 8174 Twentieth and Twenty-first Century Rhetoric

CREDIT HOURS 3.0

DESCRIPTION Contemporary scholarship from foundational Twentieth-Century rhetorical theories to current diverse perspectives that inform Rhetoric and Composition Studies.

ENGL 8175 Topics in Rhetoric and Composition

CREDIT HOURS 3.0

DESCRIPTION Focused study of a problem, question, issue, genre, or specialized subject not covered in other courses. May be repeated as topic varies.

ENGL 8180 Composition Theory

CREDIT HOURS 3.0

DESCRIPTION An introduction to the field of Composition Studies, including bibliographical resources and competing theoretical debates; the relationships of literature, rhetoric, and literacy theory to composition studies; the application of composition theory to pedagogy; and major social, political, and curricular contexts for writing.

ENGL 8195 Composition Pedagogy

CREDIT HOURS 3.0

DESCRIPTION An introduction to methods and contemporary practices for teaching writing in classroom and writing center settings; practical applications focusing on strategies for course development and assignment design, response, assessment, and reflective classroom practices.

ENGL 8201 Contemporary Poetry

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION Study of fiction technique through the reading and analysis of contemporary fiction. Designed for fiction writers. May be repeated if topic varies.

ENGL 8203 Twentieth-Century American and British Poetry Craft I

CREDIT HOURS 3.0

DESCRIPTION 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 8210 Old English

CREDIT HOURS 3.0

DESCRIPTION An examination of grammar and other features of Old English.

ENGL 8220 Beowulf

CREDIT HOURS 3.0

DESCRIPTION The poem as a literary masterpiece and as an important philological document. Knowledge of Old English is required.

ENGL 8230 American English

CREDIT HOURS 3.0

DESCRIPTION Historical development of American English and current American grammar, vocabulary, and dialects.

ENGL 8245 African-American Language

CREDIT HOURS 3.0

PREREQUISITES an English-language course at the undergraduate level, such as ENGL 3200 , ENGL 3210, or ENGL 3220, at the graduate level, such as ENGL 8080, ENGL 8090, or ENGL 8230, or the equivalent as determined by the instructor

DESCRIPTION (Same as AAS 6079.) 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 HOURS 3.0

DESCRIPTION Medieval texts with emphasis on philology.

ENGL 8270 Chaucer

CREDIT HOURS 3.0

DESCRIPTION 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 Literature

CREDIT HOURS 3.0

DESCRIPTION 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 Sixteenth-Century English Literature

CREDIT HOURS 3.0

DESCRIPTION Selected works by More, Wyatt, Sidney, Spenser, Marlowe, Shakespeare, and others.

ENGL 8310 Early and Middle Seventeenth-Century English Literature

CREDIT HOURS 3.0

DESCRIPTION Selected works by Donne, Jonson, Bacon, Herbert, Marvell, Milton, and others.

ENGL 8320 English Renaissance Drama

CREDIT HOURS 3.0

DESCRIPTION Selected plays by Marlowe, Jonson, Webster, and others.

ENGL 8360 Shakespeare, Earlier Works

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 Literature

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION Paradise Lost, Samson Agonistes, and other selected poetry and prose, with attention to major critical problems.

ENGL 8420 Restoration and Earlier Eighteenth-Century Literature

CREDIT HOURS 3.0

DESCRIPTION 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 Eighteenth-Century Literature

CREDIT HOURS 3.0

DESCRIPTION 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 and Eighteenth-Century Drama

CREDIT HOURS 3.0

DESCRIPTION (Formerly ENGL 6410.) Selected plays by authors such as Lee, Otway, Behn, Dryden, Centlivre, Congreve, Gay, Goldsmith, and Sheridan.

ENGL 8450 Studies in Eighteenth-Century Fiction

CREDIT HOURS 3.0

DESCRIPTION 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 Restoration and Eighteenth-Century Literature

CREDIT HOURS 3.0

DESCRIPTION In-depth study of writers and issues of the period 1660-1800. May be repeated if topics vary.

ENGL 8500 Early British Romantic Literature

CREDIT HOURS 3.0

DESCRIPTION Selected works by early Romantic authors such as Wollstonecraft, Equiano, Blake, Burns, William Wordsworth, Barbauld, and Coleridge.

ENGL 8510 Late British Romantic Literature

CREDIT HOURS 3.0

DESCRIPTION Selected works by late Romantic authors such as Byron, Mary Prince, Hemans, Dorothy Wordsworth, Shelley, DeQuincey, and Keats.

ENGL 8620 English Victorian Poetry

CREDIT HOURS 3.0

DESCRIPTION Selected works by such authors as Tennyson, Browning, Arnold, Christina Rossetti, the Pre-Raphaelites, Hopkins, and Hardy.

ENGL 8630 Nineteenth-Century English Non-Fiction Prose

CREDIT HOURS 3.0

DESCRIPTION Selected works by such writers as Coleridge, DeQuincey, Darwin, Hazlitt, Gaskell, Carlyle, George Eliot, Newman, and Wilde.

ENGL 8640 Topics in Nineteenth-Century British Literature and Culture

CREDIT HOURS 3.0

DESCRIPTION In-depth study of writers and issues of the period 1800-1900. May be repeated if topics vary.

ENGL 8650 Nineteenth-Century British Fiction

CREDIT HOURS 3.0

DESCRIPTION Selected works by authors such as Austen, the Brontes, Dickens, Eliot, Hardy, Stoker, Gaskell, and others.

ENGL 8670 Literature of Transition, 1880-1920

CREDIT HOURS 3.0

DESCRIPTION Selected works by authors such as Hardy, Wilde, Pater, Conrad, and others.

ENGL 8700 Twentieth-Century English Poetry

CREDIT HOURS 3.0

DESCRIPTION Selected poems written in English (excluding American poetry).

ENGL 8750 Twentieth-Century English Prose

CREDIT HOURS 3.0

DESCRIPTION Selected novels, short stories, and non-fiction prose works written in English (excluding American works).

ENGL 8755 Twentieth-Century Irish Literature

CREDIT HOURS 3.0

DESCRIPTION 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 Twentieth-Century English Literature

CREDIT HOURS 3.0

DESCRIPTION Focused study of a specialized topic, theme, or theoretical approach. May be repeated if topics vary.

ENGL 8810 American Poetry of the Twentieth Century

CREDIT HOURS 3.0

DESCRIPTION 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 Renaissance, 1820-1865

CREDIT HOURS 3.0

DESCRIPTION Selected works by Thoreau, Emerson, Whitman, Hawthorne, Melville, and others.

ENGL 8831 Nineteenth-Century African-American Literature

CREDIT HOURS 3.0

DESCRIPTION (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 Realism and Naturalism, 1865-1914

CREDIT HOURS 3.0

DESCRIPTION Selected works by Clemens, James, Howells, Wharton, Crane, Norris, Chopin, Harper, Johnson, Hopkins, and others.

ENGL 8850 Southern Literature

CREDIT HOURS 3.0

DESCRIPTION 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 Literature and Culture

CREDIT HOURS 3.0

DESCRIPTION (Formerly ENGL 6820.) Investigation of literary, historical, theological, and cultural traditions from the seventeenth to the early nineteenth century.

ENGL 8860 Modern American Fiction, 1900-1945

CREDIT HOURS 3.0

DESCRIPTION Selected short stories and novels by authors such as Anderson, Cather, Dos Passos, Dreiser, Faulkner, Hemingway, Lewis, Stein, West, and Wright.

ENGL 8870 Contemporary American Fiction, 1946 to the Present

CREDIT HOURS 3.0

DESCRIPTION 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 Twentieth-Century African-American Literature

CREDIT HOURS 3.0

DESCRIPTION (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 American Writers, 1600-1916

CREDIT HOURS 3.0

DESCRIPTION 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 Twentieth-Century American Writers

CREDIT HOURS 3.0

DESCRIPTION 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 Topics in American Literature and Culture, 1500- 1916

CREDIT HOURS 3.0

DESCRIPTION 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 Topics in Twentieth-Century American Literature and Culture

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 1.0 - 9.0

DESCRIPTION

ENGL 9030 Non-Thesis Individual Research

CREDIT HOURS 1.0 - 18.0

DESCRIPTION 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 Topics in Contemporary Literary Theory and Criticism

CREDIT HOURS 3.0

DESCRIPTION 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.

ESL 7250 Academic Listening/Speaking for Graduate Students

CREDIT HOURS 3.0

DESCRIPTION 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 Academic Writing for Graduate Students

CREDIT HOURS 3.0

DESCRIPTION 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 Teaching at the University for International Teaching Assistants

CREDIT HOURS 3.0

DESCRIPTION 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.

ESL 8000 Special Topics in English as a Second Language

CREDIT HOURS 0.0 - 6.0

PREREQUISITES Consent of instructor

DESCRIPTION This course is intended for international students in exchange programs.

ENI ENTREPRENEURSHIP

ENI 8000 Organizational Entrepreneurship. 3.000 Credit hours

CREDIT HOURS 3.0

DESCRIPTION CSP's: 1, 2, 6, 7. The course explores contemporary concepts, theories, methods, and tools for systematic and sustainable entrepreneurship within established organizations companies, non-profits, and public sector organizations. Whether recognized or not, every organization has a continual stream of potential opportunities to create customer demand. However, the complexity and speed of business obscures these opportunities (and threats). Students learn a rigorous and disciplined methodology for discovering and prioritizing opportunities for demand creation and perilous threats that can result in demand destruction. Additionally, the course investigates the emerging micro startup approach that involves a small team of entrepreneurs who innovate a new offering and/or business model.

ENI 8101 Improving the Customer Experience

CREDIT HOURS 3.0

PREREQUISITES ENI 7101, 2.8 GPA and 45 credit hours

DESCRIPTION Non-RCB Majors BUSA6090. Requirements:CSP: 1, 2, 6, 7. The course deals with the application of a strategic entrepreneurship approach to dynamic business growth called Demand Creation. To prosper in todays intensely competitive business environment, established organizations must effectively exploit current offerings/business models in ways that maximize customer demand for these offerings. Building on the foundation of ENI 7101, the course focuses on the value enhancement side of Demand Creation identifying and exploiting the best opportunities to increase the demand for current products/services by raising customer value while simultaneously reducing the cost structure of the offerings (allowing price reduction without margin erosion). Students apply the Demand Creation methodology for improving and extending current offerings.

ENI 8102 Innovating Customer Value

CREDIT HOURS 3.0

PREREQUISITES ENI 7101, 2.8 GPA and 45 credit hours

DESCRIPTION Non-RCB Majors:BUSA6090. Requirements:CSP: 1, 2, 6, 7. The course deals with the application of a strategic entrepreneurship approach to dynamic business growth called Demand Creation. To prosper in todays intensely competitive business environment, established organizations must effectively innovate new offerings/business models in timely response to changing social/business realities with the aim of maximizing profitable revenue and creating beneficial social outcomes. Building on the foundation of ENI 7101, the course focuses on the value innovation side of Demand Creation discovering and exploiting the best opportunities to fulfill important and unsatisfied customer needs via new offerings and business models in a way that maximizes an organizations growth potential.

ENI 8301 Managing for Dynamic Growth

CREDIT HOURS 3.0

PREREQUISITES ENI 8101 and ENI 8102

DESCRIPTION Non-RCB Majors: BUSA6090. Requirements:CSP: 1, 2, 6, 7. The course explores managerial action for strategic entrepreneurship within established organizations companies, non-profit organizations and public sector organizations. The business environment today is both complex and fast, resulting in unprecedented levels of uncertainty. Entrepreneurial organizations exploit this uncertainty to achieve dynamic growth by proactively enhancing and innovating offerings, business models and strategies in timely response to changing social/business realities with the aim of maximizing profitable revenue and creating beneficial social outcomes. Building on the foundation of both ENI 8101/8102, the course focuses on developing an entrepreneurial workforce, developing the requisite organizational capabilities for dynamic growth, and related strategies.

ENI 8302 Leading for Entrepreneurship

CREDIT HOURS 3.0

PREREQUISITES ENI 7101

DESCRIPTION Non-RCB Majors BUSA6090. Requirements:CSP: 1, 2, 6, 7. The course explores the intersection of leadership and entrepreneurship within established organizationscompanies, non-profit organizations and public sector organizations. It is widely recognized that all established organizations must engage in entrepreneurial activities to one degree or another if they are to remain viable. Entrepreneurial efficacy, in large part, depends on effective leadership. But unlike conventional notions of leadership as a static leader-follower paradigm (military model), leadership in the entrepreneurial context requires entrepreneurial agents to dynamically alternate between leading and following as appropriate to the circumstances.

EPEL 7000 Educational Leadership and Organizational Culture

CREDIT HOURS 3.0

DESCRIPTION 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 for a Diverse Society

CREDIT HOURS 3.0

DESCRIPTION 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, and Governance

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 Management and School Operations

CREDIT HOURS 3.0

DESCRIPTION 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 7680A Practicum Seminar: Data Analysis and School Improvement Processes for School Leaders

CREDIT HOURS 3.0

DESCRIPTION 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 Practicum Seminar: Action Research for School Leaders

CREDIT HOURS 3.0

DESCRIPTION This field-based course prepares students to develop and implement action research within their schools (not repeatable).

EPEL 8000 Research in Educational Leadership and Organizational Culture

CREDIT HOURS 3.0

DESCRIPTION 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 Leadership for Change in a Diverse Society

CREDIT HOURS 3.0

DESCRIPTION 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 Educational Leadership

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION Using the theoretical literature of educational leadership, students study major theories and models from the classical, human relations, and open systems periods and apply them to current educational problems.

EPEL 8330 Advanced Law, Policy, and Governance

CREDIT HOURS 3.0

DESCRIPTION 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 Americas current educational landscape and the implications for school leadership.

EPEL 8420 Advanced Instructional Leadership

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 Aspects of Leadership

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION Students investigate the role of the principal from an instructional leadership perspective. His or her role as a catalyst for bringing about new curricula, techniques, organization, and administrative practices is studied. Special attention is given to leadership, instructional programs, management of school operations, evaluation of personnel, student affairs, and auxiliary services. Skill development is emphasized in problem analysis, judgement, decisiveness, and organizational ability.

EPEL 8690 Research-Based Decision Making for School Leaders

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION This course is the study and exploration of issues in educational administration. It focuses on problem identification, analysis, and problem solving approaches.

EPEL 8970 Seminar in Educational Leadership

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION This course is the study and exploration of issues in educational administration. It focuses on problem identification, analysis, and problem solving approaches. (Repeatable).

EPEL 9000 Concepts of Leadership and Research in Educational Leadership

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION Doctoral students are provided experiences designed to assist them to gain skill in accessing and using the full range of literature in educational leadership research.

EPEL 9970 Advanced Seminar in Educational Leadership

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION This doctoral seminar promotes study and exploration of issues in educational leadership. Focuses on problem solving approaches.

EPHE 8340 History of Higher Education

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION 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.

EPRS 7900 Methods of Research in Education

CREDIT HOURS 3.0

DESCRIPTION Students study research methods, procedures, and designs. Preparation of research abstracts in education and related fields is included.

EPRS 7910 Action Research

CREDIT HOURS 3.0

DESCRIPTION This course provides an overview of the research methods and philosophy of practioner self-study.

EPRS 7920 Classroom Testing, Grading, and Assessment

CREDIT HOURS 3.0

PREREQUISITES college algebra

DESCRIPTION The development and application of classroom assessment instruments and the use of standardized measurement instruments in educational settings are emphasized.

EPRS 8450 Popular Culture as a Qualitative Text

CREDIT HOURS 3.0

DESCRIPTION This course interrogates popular culture as a qualitative text. Qualitative research methods such as semiotics, textual analysis, and content analysis will be utilized to explore how identities like race, class, gender, and sexuality are represented and constructed in popular culture forms. Many forms of popular culture will be investigated with the intent to analyze, critique, and understand. Forms to be considered include television, film, music, digital media, as well as aspects of material culture such as dress, games, and toys. In addition to learning how to analyze popular culture through media textual analysis, the course will also examine the history of popular culture, its power, and complexities as well as how it is used as a tool of revealing, producing and reproducing ideology and political struggle.

EPRS 8500 Qualitative/Interpretive Research in Education I

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION 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.

EPRS 8510 Qualitative Research in Education II

CREDIT HOURS 3.0

PREREQUISITES EPRS 8500 with a grade of "C" or higher or instructor permission

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION 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.

EPRS 8520 Qualitative Research in Education III

CREDIT HOURS 3.0

PREREQUISITES EPRS 8510 with a grade of "C" or higher or permission of the instructor

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION 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.

EPRS 8530 Quantitative Methods and Analysis in Education I

CREDIT HOURS 3.0

DESCRIPTION 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 Quantitative Methods and Analysis in Education II

CREDIT HOURS 3.0

PREREQUISITES EPRS 8530 with a grade of "C" or higher or instructor permission

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION 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.

EPRS 8550 Quantitative Methods and Analysis in Education III

CREDIT HOURS 3.0

PREREQUISITES EPRS 8540 with a grade of "C" or higher or instructor permission

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION 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.

EPRS 8600 Computer Use in Educational Research

CREDIT HOURS 3.0

PREREQUISITES EPRS 8540 with a grade of "C" or higher or instructor permission

DESCRIPTION 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 Program Evaluation I

CREDIT HOURS 3.0

PREREQUISITES EPRS 7900 and EPRS 7920 or consent of the instructor

DESCRIPTION Students study the formative and summative evaluations of primarily educational products, processes, programs, and systems. Models, philosophies, and methods as well as current controversies and applications, are examined.

EPRS 8640 Case Study Methods

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

PREREQUISITES EPRS 8540 with a grade of "C" or higher or permission of instructor

DESCRIPTION This course provides an introduction to Bayesian statistics including Bayes theorem, beta priors and binomial data, normal priors and data, and empirical Bayes.

EPRS 8670 Practicum in Research and Program Evaluation

CREDIT HOURS 1.0 - 3.0

PREREQUISITES consent of instructor

REQUIREMENTS Practicum is graded as unsatisfactory/satifactory

DESCRIPTION A minimum grade of "S" is required for this course. This course is intended for advanced graduate students involved in ongoing research or program evaluation under the direction of a faculty sponsor. Students are expected to have the necessary prerequisite skills for the proposed research or program evaluation. Students gain experience in research design, choice of appropriate analyses, and interpretation of results. This course does not satisfy the research core experience for Ph.D. programs in the College of Education. (Repeatable, not to exceed six hours).

EPRS 8700 Visual Research Methods

CREDIT HOURS 3.0

PREREQUISITES EPRS 8510 with a grade of "C" or higher or permission of the instructor

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION This course provides students with an understanding of how to utilize visual research methods and complete textual analyses of various forms of texts.

EPRS 8820 Program Evaluation and Institutional Research

CREDIT HOURS 3.0

PREREQUISITES EPRS 8620 with a grade of "C" or higher or consent of instructor

DESCRIPTION Students examine the methods of program evaluation and research which are directed towards issues in management, planning, and analysis in an institutional context.

EPRS 8830 Survey Research, Sampling Principles and Questionnaire Design

CREDIT HOURS 3.0

PREREQUISITES EPRS 8530 with a grade of "C" or higher or consent of the instructor

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION Students study the principles of questionnaire design, sampling, and survey research focusing on their importance in connection with educational research.

EPRS 8840 Meta-Analysis

CREDIT HOURS 3.0

PREREQUISITES EPRS 8540 with a grade of "C" or higher or consent of the instructor

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION Students study how to summarize research literature using quantitative methods. The course includes critiquing meta-analysis research as well as implications of meta-analysis for practice in education and psychology.

EPRS 8920 Educational Measurement

CREDIT HOURS 3.0

PREREQUISITES EPRS 8540 with a grade of "C" or higher or instructor permission

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION This course is an introduction to measurement theory in education, emphasizing the application of measurement theory to test development and to educational research.

EPRS 9120 Poststructural Inquiry

CREDIT HOURS 3.0

PREREQUISITES EPRS 8510 with a grade of "C" or higher or permission of the instructor

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION 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. (Same as ECE 9120).

EPRS 9350 Introduction to Item Response Theory

CREDIT HOURS 3.0

PREREQUISITES EPRS 8920 and EPRS 8550; or instructor permission

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION This course is an introduction to 1-, 2-, and 3-parameter item response theory models and their applications to educational measurement and educational research.

EPRS 9360 Advanced Item Response Theory

CREDIT HOURS 3.0

PREREQUISITES EPRS 9350

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION Extends EPRS 9350 to differential item function analysis, multidimensional models, and other advanced applications of item response theory.

EPRS 9380 Discourse Analysis

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION 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. (Same as ECE 9380).

EPRS 9400 Writing Qualitative Research Manuscripts

CREDIT HOURS 3.0

PREREQUISITES EPRS 8520 or permission of the instructor

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION This course provides students with a further understanding of how qualitative researchers move from idea to published text.

EPRS 9550 Multivariate Analysis

CREDIT HOURS 3.0

PREREQUISITES EPRS 8550 or instructor permission

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION 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.

EPRS 9560 Structural Equation Modeling

CREDIT HOURS 3.0

PREREQUISITES EPRS 8550 or instructor permission

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION 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.

EPRS 9570 Hierarchical Linear Modeling I

CREDIT HOURS 3.0

PREREQUISITES EPRS 8550 or instructor permission

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION 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.

EPRS 9571 Hierarchical Linear Modeling II

CREDIT HOURS 3.0

PREREQUISITES EPRS 9570 or permission of the instructor

DESCRIPTION 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 Advanced Computer Methods for Educational Research

CREDIT HOURS 3.0

PREREQUISITES EPRS 8600 and EPRS 8540; or instructor permission

DESCRIPTION Advanced topics in SAS are taught, including programming simulation studies and the use of IML.

EPRS 9900 Research Design

CREDIT HOURS 3.0

PREREQUISITES EPRS 8500 and EPRS 8530 or consent of the instructor

DESCRIPTION Students study the identification, planning, and implementation of research projects in education.

EPRS 9920 Seminar in Special Topics in Qualitative Research

CREDIT HOURS 3.0

PREREQUISITES Permission of Instructor

DESCRIPTION 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).

EPSF 7100 Critical Pedagogy

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 and Cultural Foundations of Education

CREDIT HOURS 3.0

DESCRIPTION Students analyze the roles of schools in the social order from the perspectives of the humanities and the social sciences.

EPSF 7450 Curriculum Foundations for the Educational Leader

CREDIT HOURS 3.0

DESCRIPTION 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 Education: Film

CREDIT HOURS 3.0

DESCRIPTION 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 Education: Gender

CREDIT HOURS 3.0

DESCRIPTION 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 of Inner-City Children

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION Students study the myriad relationships between formal systems of education and the dominant characteristics of post-industrial society. Content is derived from current thought and writing in sociology and educational theory and practice.

EPSF 8320 Politics and Policy in Education

CREDIT HOURS 3.0

DESCRIPTION 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 Globalization and Education Policy

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 Systems

CREDIT HOURS 3.0

DESCRIPTION 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 and Analysis

CREDIT HOURS 3.0

DESCRIPTION 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 8630 Critical Policy Studies

CREDIT HOURS 3.0

DESCRIPTION This course describes and clarifies the domains constitutive of critical policy studies as a field that: explores policy documents in order to change educational practices toward social justice; questions who benefits most from particular social arrangements; and reveals the degrees to which education policy is inherently political.

EPSF 9260 Epistemology and Learning

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION Students investigate definitions of knowledge and theories of knowledge in the process of developing their own epistemology positions. Knowledge claims are evaluated in relation to multiple ways of learning, and students present their ideas to the class for consideration and critique.

EPSF 9850 Historical Research in Twentieth Century American Education

CREDIT HOURS 3.0

PREREQUISITES EPSF 8340 or consent of the instructor

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION Students study selected problems and issues in American education in the twentieth century. Primary and secondary source materials are used, and students present their findings to the class for discussion and critique.

EPSF 9930 Philosophical Analysis and Method

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION 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.

EXC 6350 Orientation to Deafness

CREDIT HOURS 3.0

DESCRIPTION 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 deaf and hard of hearing population with multiple disabilities. EXC 6350 will be cross-listed with EXC 4350.

EXC 6360 Audiological Considerations

CREDIT HOURS 3.0

DESCRIPTION An introduction to the types and causes of hearing loss, orientation to hearing testing, and characteristics and needs of individuals with hearing loss. EXC 6360 will be cross-listed with EXC 4365.

EXC 6370 American Sign Language and Deaf Culture I

CREDIT HOURS 3.0

DESCRIPTION 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 states American Sign Language QCC. (Taught with EXC 4370.).

EXC 6380 American Sign Language and Deaf Culture II

CREDIT HOURS 3.0

PREREQUISITES EXC 4370 or EXC 6370 or a survival rating on the Signed Communication Proficiency Interview

DESCRIPTION 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 6560 Educational Evaluation of Students with Disabilities

CREDIT HOURS 3.0

DESCRIPTION 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 Individual and Classroom Management

CREDIT HOURS 3.0

DESCRIPTION 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 Students with Behavior/Learning Disabilities

CREDIT HOURS 3.0

DESCRIPTION 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 and Social Methods for Students with Behavior/Learning Disabilities

CREDIT HOURS 3.0

DESCRIPTION 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 6600 Infusing Co-teaching Strategies across the Content Areas

CREDIT HOURS 3.0

DESCRIPTION Instructional models for both special and general education teachers have significantly changed over the last decade as greater numbers of students with disabilities are served in inclusive co-taught classrooms. In this course, students will examine consultative strategies, cooperative teaching techniques, and other culturally-responsive methods that have been designed to foster student performance in diverse inclusive settings. The primary focus of the course is on the development of the collaborative and technical skills of co-teaching across the content areas. EXC 6600 will be cross-listed with EXC 4600.

EXC 6661 Practicum I: Special Education General Education Curriculum: Consultative

CREDIT HOURS 3.0

PREREQUISITES EXC 4010

DESCRIPTION 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 Educational Partnerships and Practicum II: Special Education General Education Curriculum: Consultative

CREDIT HOURS 3.0

DESCRIPTION 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 Collaboration with Parents and Professionals

CREDIT HOURS 3.0

PREREQUISITES planned certification or degree program or consent of the instructor

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION This course provides students with strategies to successfully collaborate with families, teachers, related staff, and other members of the educational team for students in special education.

EXC 7010 Language Development and Language Disabilities

CREDIT HOURS 3.0

DESCRIPTION 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 7030 Applied Behavior Analysis

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION 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. This course is cross-listed with EXC 4030.

EXC 7130 Assessment for Instructional Planning

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION This course focuses on the design of assessment strategies for students with behavior and learning disabilities to determine specific instructional needs and monitoring of academic progress. Students use assessment data to develop individualized educational programs. Students develop assessment and monitoring strategies in the following curriculum areas: reading comprehension, word decoding, oral language, written expression, writing mechanics, and study skills.

EXC 7150 Methods for Teaching Academics to Students with Behavior and Learning Disabilities

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION Study focuses on the design, implementation, and evaluation of individualized programs based on the educationally relevant characteristics of students with behavior and learning disabilities. Research based strategies and materials for instruction and technology use in the areas of reading, math, and written language are described and demonstrated.

EXC 7160 Strategies for Social and Emotional Behavior in Students with Behavior and Learning Disabilities

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION This course examines techniques for individual and group behavior management as well as curriculum and teaching strategies for promoting the social and emotional development of students with behavior and learning exceptionalities. Both reactive and proactive strategies for working with students are covered.

EXC 7170 Methods for Teaching Functional Life Skills to Students with Behavior and Learning Disabilities

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION This course trains teachers to implement appropriate strategies and methods for students with behavior and learning exceptionalities in developing critical life skills. A major focus is the use of the thematic approach that allows the training of functional life skills embedded in the content areas of academics, social, and adaptive behavior across age levels. The curricular base for the course is functional life skills including topics in career education.

EXC 7190 Alternative Approaches to Literacy Instruction for Students with Disabilities

CREDIT HOURS 3.0

PREREQUISITES consent of the instructor

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION 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. EXC 7190 is cross-listed with EXC 4190.

EXC 7250 Characteristics of Intellectual Disability and Autism Spectrum Disorders

CREDIT HOURS 3.0

DESCRIPTION This course includes the study of the cognitive, social, communication, and learning characteristics of students with moderate, severe, and profound intellectual disability and students with autism spectrum disorders. Discussions focus on social philosophies and service delivery issues.

EXC 7260 Characteristics of Severe Physical and Multiple Disabilities

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION This course analyzes the impact of physical, sensory, and health impairments on learning and the resulting educational implications. Major physical, sensory, and health impairments that are often found in school age populations are addressed.

EXC 7280 Methods for Teaching Students with Intellectual Disability and Students with Autism Spectrum Disorders

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION This course includes the study of instructional methodologies for skill acquisition for students with intellectual disability, autism spectrum disorders, physical/health disabilities, and multiple disabilities. EXC 7280 is cross-listed with EXC 4280.

EXC 7281 Assessment and Curriculum Planning: Adapted Curriculum

CREDIT HOURS 3.0

PREREQUISITES EXC 7280 or permission of instruction

DESCRIPTION Assessment types and strategies and curriculum planning for students on adapted curriculum. Content areas include assessment and individualized education plans, functional academics, transition, vocational training, and community-based instruction. EXC 7281 is cross-listed with EXC 4281.

EXC 7290 Methods for Teaching Students with Physical and Multiple Disabilities: Reading and Academics

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION 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.

EXC 7300 Assistive Technology: Reading and Academics

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION 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.

EXC 7310 Strategies for Challenging Behaviors

CREDIT HOURS 3.0

PREREQUISITES EXC 7030 or EPY 8020

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION This course is the study of functional assessment and functional analysis procedures for the development of a hypothesis concerning the function of challenging behavior. The development of intervention strategies based on such hypotheses is discussed.

EXC 7315 Assessment and Curricular Planning for Students with Autism Spectrum Disorders

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION 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.

EXC 7320 Methods of Teaching Low Functioning Students with Autism Spectrum Disorders

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION 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.

EXC 7325 Methods of Teaching High Functioning Students with Autism Spectrum Disorders

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION 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. EXC 7325 is cross-listed with EXC 4325.

EXC 7330 Physical and Health Management of Students with Disabilities

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION This course includes a wide variety of techniques to meet the student's physical and health needs including how to position the student for optimal instruction, lifting and handling procedures, feeding techniques, and health care procedures (e.g., tube feeding, catheterization).

EXC 7350 Psychosocial Characteristics of Deafness

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION Students examine information related to psychological and sociological implications of deafness crucial to understanding the characteristics of individuals who are deaf or hard of hearing. This information is presented within an historical and philosophical framework.

EXC 7360 Language Development in Students Who Are Deaf/Hard of Hearing

CREDIT HOURS 3.0

PREREQUISITES Consent of Instructor

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION 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. This course is cross-listed with EXC 4460.

EXC 7390 Reading and Writing Instruction for Deaf/Hard of Hearing

CREDIT HOURS 3.0

PREREQUISITES consent of the instructor

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION 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. This course is cross-listed with EXC 4390.

EXC 7400 Methods of Teaching Students Who Are Deaf/Hard of Hearing

CREDIT HOURS 3.0

PREREQUISITES consent of the instructor

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION 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, self-contained, or inclusive settings. Lesson planning, classroom management, curriculum, and effective instruction are addressed. This course is cross-listed with EXC 4400.

EXC 7410 Educational Assessment of Atypical Deaf Students

CREDIT HOURS 3.0

PREREQUISITES Consent of Instructor; undergraduate degree in deaf education

REQUIREMENTS A minimum grade of B is required for this course

DESCRIPTION This course reviews the administration and/or adaptation of assessment tools in speech, language, academic subjects, and cognitive skills of students who are deaf/hard of hearing and have additional learning disorders and relates these to IEPs programming and classroom procedures.

EXC 7420 Methods for Teaching Atypical Students Who are Deaf/Hard of Hearing

CREDIT HOURS 3.0

PREREQUISITES consent of the instructor

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION This course presents advanced methods, techniques, and instructional issues regarding the education of deaf/hard of hearing students who have additional learning disorders. Course content covers issues of characteristics, planning, programming, curriculum, and management of additional learning disorders.

EXC 7430 Auditory and Speech Development in Students Who Are Deaf/Hard of Hearing

CREDIT HOURS 3.0

PREREQUISITES consent of the instructor

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION 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. This course is cross-listed with EXC 4430.

EXC 7460 Mathematics Instruction in Special Education I

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION 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. (Repeatable, twice).

EXC 7650 Characteristics of Young Children with Disabilities

CREDIT HOURS 3.0

PREREQUISITES consent of the instructor

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION This course focuses on legislation and learning and behavioral characteristics of young children with disabilities.

EXC 7660 Methods of Teaching Young Children with Disabilities

CREDIT HOURS 3.0

PREREQUISITES EXC 7650

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION This course includes instructional methods, materials, and curriculum used in teaching young children with disabilities. Three-hour weekly field placement is required as part of course.

EXC 7810 Directed Reading and Research in Special Education

CREDIT HOURS 1.0 - 6.0

PREREQUISITES consent of instructor

DESCRIPTION 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 7920 Practicum I: Deaf/Hard of Hearing

CREDIT HOURS 3.0

PREREQUISITES contact the department

DESCRIPTION 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. This course is cross-listed with EXC 4920.

EXC 7925 Practicum I: Adapted Curriculum

CREDIT HOURS 1.0 - 3.0

PREREQUISITES contact the department

DESCRIPTION This intensive practicum course provides opportunity for initial in-depth experiences with students with intellectual disability or autism. This practicum may extend beyond one term. EXC 7925 may be cross-listed with EXC 4925.

EXC 7926 Practicum I: Autism

CREDIT HOURS 3.0

PREREQUISITES contact the department

DESCRIPTION This intensive practicum course provides opportunity for initial in-depth experiences with students with autism. This practicum may extend beyond one term.

EXC 7927 Practicum I: Physical and Health Disabilities

CREDIT HOURS 3.0

PREREQUISITES contact the department

DESCRIPTION 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 HOURS 3.0

PREREQUISITES contact the department

DESCRIPTION This intensive practicum course provides opportunity for initial in-depth experiences with early childhood students. This practicum may extend beyond one term.

EXC 7930 Practicum II: Deaf/Hard of Hearing

CREDIT HOURS 3.0

PREREQUISITES contact the department

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION This intensive practicum course provides opportunity for full-time, in-depth experiences with deaf/hard of hearing students. This practicum may extend beyond one term.

EXC 7935 Practicum II: Adapted Curriculum

CREDIT HOURS 3.0

PREREQUISITES contact the department

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION This intensive practicum course provides opportunity for full-time, in-depth experiences with students with intellectual disability or autism. This practicum may extend beyond one term. EXC 7935 may be cross-listed with EXC 4935.

EXC 7936 Practicum II: Autism

CREDIT HOURS 3.0

PREREQUISITES contact the department

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION This intensive practicum course provides opportunity for full-time, in-depth experiences with students with autism. This practicum may extend beyond one term.

EXC 7937 Practicum II: Physical and Health Disabilities

CREDIT HOURS 3.0

PREREQUISITES contact the department

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION This intensive practicum course provides opportunity for full-time, in-depth experiences with students who have orthopedic impairments. This practicum may extend beyond one term.

EXC 7939 Practicum II: Early Childhood

CREDIT HOURS 3.0

PREREQUISITES contact the department

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION This intensive practicum course provides opportunity for full-time, in-depth experiences with early childhood students. This practicum may extend beyond one term.

EXC 7940 Practicum: Deaf/Hard of Hearing

CREDIT HOURS 3.0

PREREQUISITES contact the department

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION This intensive practicum course provides opportunity for advanced in-depth experiences with deaf/hard of hearing students. This practicum may extend beyond one term. This course is cross-listed with EXC 4940.

EXC 7941 Current Issues in Special Education

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION This course provides students with the opportunity for advanced in-depth study and discussion of current important issues in the special education profession.

EXC 7980 Research in Special Education: Master's Capstone

CREDIT HOURS 1.0 - 6.0

REQUIREMENTS A minimum grade of "S" is required for this course

DESCRIPTION Students earn credit for supervised development and preparation of the action research project, research thesis, masters project, or comprehensive examination for the M.Ed. degree with a major in Special Education. The masters thesis or action research project may extend beyond one term. The research thesis or action research project, and masters project is graded as satisfactory/unsatisfactory. (Repeatable).

EXC 8770 Positive Behavioral Interventions and Supports

CREDIT HOURS 3.0

DESCRIPTION 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 Reading or Research in Special Education

CREDIT HOURS 1.0 - 6.0

PREREQUISITES consent of instructor

DESCRIPTION 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 8961 Professional Development Seminar in Special Education

CREDIT HOURS 1.0 - 3.0

REQUIREMENTS Course is graded as satisfactory/unsatisfactory

DESCRIPTION A minimum grade of "S" is required for this course. Students discuss current issues and topics in special education and develop a personal line of research leading to a residency study and preparation for their dissertation. The seminar may extend beyond one term. (Repeatable).

EXC 8980 Professional Investigation and Writing in Special Education

CREDIT HOURS 3.0

PREREQUISITES EXC 8010 or consent of instructor

REQUIREMENTS A minimum grade of "B" is required for this course

DESCRIPTION This course for educational specialist students in special education provides the knowledge and skills to complete the research and writing of a school improvement project.

EXC 9660 Internship in Special Education I

CREDIT HOURS 3.0

PREREQUISITES consent of instructor

DESCRIPTION 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 9900 Research Seminar in Special Education

CREDIT HOURS 1.0 - 3.0

DESCRIPTION Students analyze advanced research in special topics. (Repeatable). [Cross-listed with PSYC 9900L].

EXC 9981 Grant Proposal Writing in Special Education

CREDIT HOURS 3.0

PREREQUISITES EPRS 8530; two course sequence (6 units) in quantitative or single-case methodology

DESCRIPTION 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 and the Advancement of Research

CREDIT HOURS 3.0

PREREQUISITES Admission into the doctoral program

DESCRIPTION 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 HOURS 1.0 - 18.0

REQUIREMENTS Course is graded as satisfactory/unsatisfactory

DESCRIPTION A minimum grade of "S" is required for completion of the dissertation. This course involves the research and writing of the doctoral dissertation. Dissertation may extend beyond one term. (Repeatable).

EDB 9000 Leadership To Create Human Value

CREDIT HOURS 3.0

DESCRIPTION Leadership is critical for creating and sustaining value in organizations. The academic investigation of leadership focuses on: 1) What is leadership 2) What are human values 3) What is the relation between leadership and human values The course examines these questions to help students untangle concepts of leadership, authority, and status; understand the competing human values in leadership theories; identify the boundary conditions that pertain to leadership theories; and strike an appropriate balance between learning about leadership and learning to lead. The course favors the practical over the theoretical and focuses on theories supported by evidence, including adaptive leadership, transformational leadership, transactional leadership, and competing values leadership.

EDB 9020 Philosophy and Practice of Engaged Scholarship

CREDIT HOURS 3.0

DESCRIPTION This course explores the different forms of engaged scholarship. It focuses on the research process that can enable students to generate both scholarly contributions and practical knowledge, which is at the core of Robinson's Executive Doctorate program. The course is designed to enable students to develop a research focus and understand the research process. It examines the roles of theory and models in the research process and the differences between variance and process models. Students learn how to formulate a problem, motivate a research question, synthesize relevant literatures, draw on relevant theoretical perspectives, and develop variance and process models.

EDB 9030 Theory and Practice of Managing Organizations

CREDIT HOURS 3.0

DESCRIPTION This course examines the theory and practice of managing collaboration and change in organizations. The focus is on achieving coordination and cooperation among autonomous and self-interested, yet interdependent parties. Dominant management and organization theories are examined and applied to real-world issues within different industrial contexts. The course introduces the students to a select variety of theoretical frameworks, it investigates the possible roles of such frameworks in designing engaged scholarship research, and it engages all students in exploring specific management and organization theories that are relevant for their research interests.

EDB 9040 Emerging Markets and Global Models for Business

CREDIT HOURS 3.0

DESCRIPTION This course examines how globalization impacts market intelligence analysis, organization design, and business operation with a focus on differences in business models and practices around the globe. The course is designed to help students appreciate and analyze how cultural, political, and economic systems in emerging markets impact international business activities. The course examines key players in emerging markets, makes comparisons to developed markets, and assesses the informational and institutional voids that exist. It explores how managers can develop strategic alliances that may be employed to create competitive advantage. Emerging markets in regions such as the Americas, Eastern and Central Europe, Asia, and Middle East-North Africa will be examined in more detail.

EDB 9050 Qualitative Research I

CREDIT HOURS 3.0

DESCRIPTION This course introduces the student to qualitative research approaches, including action research, case study research, ethnographic research, and grounded theory. Relative strengths and weaknesses are discussed along with examples of how each approach has been used in practice. The course introduces several data collection techniques that are widely used in qualitative research, namely interviews, participant observation, fieldwork, and using documents. 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. In addition, students are introduced to the Institutional Review Board (IRB) Process.

EDB 9060 Global Economic Systems & Issues

CREDIT HOURS 3.0

DESCRIPTION This course provides a framework to understand global macroeconomic developments and their effects on businesses. These global developments include: the growth process countries have followed and the various policies that have been implemented; interest rates, exchange rates in international settings, and asset prices in the global economy; causes and consequences of trade deficits and external imbalances; emerging market economys financial crises; causes of currency, banking and financial crises in emerging market and advanced economies; short- and long-term effects of monetary and fiscal policy; the drive to reform the international financial architecture; and, the role of international economic institutions like the IMF, the World Bank, and the World Trade Organization.

EDB 9070 Qualitative Research II

CREDIT HOURS 3.0

DESCRIPTION This course provides concepts and tools for qualitative data analysis. The course exposes students to a variety of approaches, including hermeneutics, semiotics, narrative analysis, and content analysis, with particular emphasis on grounded theory and case study research. Students are introduced to grounded theory coding, memo writing, theoretical sampling, saturation, sorting, and use of qualitative data analysis software. Various techniques for analyzing case study evidence are explored including pattern matching, explanation building, and within-case and cross-case analysis. Perspectives on what it means to draw conclusions and build theory from qualitative data are explored. The course concludes with guidance on how to write and publish qualitative research.

EDB 9080 Quantitative Research 1

CREDIT HOURS 3.0

DESCRIPTION This course provides students with a command of the core concepts and tools needed to design quantitative studies and to collect, evaluate and analyze quantitative data. The course covers empirical data collection methods, such as surveys. It also covers sampling techniques, various types of data and appropriate analytical techniques. These include an introduction to univariate and bivariate statistics (i.e., chi-square, t- and z- tests, the ANOVA family, correlation, and regression). In addition, the course helps students gain proficiency in using SPSS software to analyze and interpret empirical results.

EDB 9100 Quantitative Research II

CREDIT HOURS 3.0

DESCRIPTION This course introduces students to quantitative methods such as experiments, field studies, and use of secondary data. It strengthens students ability to design and execute quantitative research with an emphasis on construct measurement (i.e., development of measurement scales associated with key variables of interest) and topics such as theoretical modeling, framing research questions, developing hypotheses, model refinement, reliability, scientific validity, and statistical conclusion validity. The course reinforces the knowledge base developed in Quantitative Research I (EDB 9080) with focus on univariate, bivariate and multivariate statistics (t-test, the ANOVA family, correlations, factor analysis, and OLS regression), nonparametric statistics, and structural equation modeling.

EDB 9110 Influences and Limitations on Executive Decision Making

CREDIT HOURS 3.0

DESCRIPTION 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 9120 Evidence-Based Management

CREDIT HOURS 3.0

DESCRIPTION This course develops the students knowledge and skills related to the role of scientific and organizational evidence in management thinking and decision making. Students will learn to recognize management practices based on habit, fads, convention and unrealistic levels of confidence and how to improve these practices with principles based on relevant scientific findings and unbiased organizational facts. Students will learn how to: identify, access, and use an organizations data challenges; create decision-making information from organizational facts; and find, appraise, interpret and apply scientific evidence as managers.

EDB 9130 Ethical Issues Confronting Contemporary Business Leaders This course examines ethical issues confronting contemporary business leaders on different levels, including the individual, the group, the organization, the industry, and society

CREDIT HOURS 3.0

DESCRIPTION Course content is applied to students experiences grounded in the assumption that ethics principally concerns cooperative behaviorabiding by rules, conventions and principles; acting in the interest of both self and others; and exploring and determining with others ends and appropriate means. Considering ethics as a potentially important dimension of every human activity, the course examines different types of cooperation and different forms of ethical inquiry that enable human flourishing. As such, this course strives toward developing comprehensive ethical expertise for business leaders.

EDB 9140 Laboratory for Business Driven Research

CREDIT HOURS 3.0

DESCRIPTION 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.

EDB 9150 Creating and Disseminating Research Knowledge

CREDIT HOURS 3.0

DESCRIPTION This course develops an understanding of the role of executive doctorates 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 practice; approaches to present, discuss, and defend the results of rigorous engaged scholarship; methods of knowledge dissemination including publication in internal (e.g. white papers) and external (e.g. practitioner or academic publications) outlets; and the process of crafting engaged scholarship research for dissemination through these various outlets.

EDB 9170 Dissertation

CREDIT HOURS 3.0 - 6.0

DESCRIPTION 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 HOURS 1.0 - 9.0

DESCRIPTION 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.

EMBA 8000 Introduction to Executive Management

CREDIT HOURS 3.0

PREREQUISITES Consent of director of EMBA program

DESCRIPTION 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 Cross-Cultural Business Practices

CREDIT HOURS 3.0

DESCRIPTION rerequisite: 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 Fundamentals of Accounting

CREDIT HOURS 1.5

PREREQUISITES Consent of director of EMBA program

DESCRIPTION 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 8010 Strategic Digital Transformation

CREDIT HOURS 1.0 - 3.0

PREREQUISITES Approval of EMBA Director

DESCRIPTION This course focuses on the understanding of how and why firms need to transform themselves in the increasingly digital world by embracing the changes brought about by the Internet, social media, and big data. Topics included in this course will broadly cover the strategic importance of web, mobile and social media presence for firms, how firms can develop competitive advantage through big data and analytics, and important factors to consider for successful implementation of digital, and social media strategies. Particular attention will be given to real world business case studies to complement theoretical concepts and frameworks.

EMBA 8015 Leading through Strategic Communication

CREDIT HOURS 1.0 - 3.0

PREREQUISITES Approval of EMBA director

DESCRIPTION This course presents excellent written and oral business communication as a leadership strategy critical to success in the global 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, and negotiations.

EMBA 8025 Financial & Cost Accounting

CREDIT HOURS 3.5

PREREQUISITES None

DESCRIPTION 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 for Executives

CREDIT HOURS 1.5

PREREQUISITES Consent of director of EMBA program

DESCRIPTION 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 Data Analytics and Decision Making

CREDIT HOURS 1.5 - 3.0

PREREQUISITES Consent of director of EMBA program

DESCRIPTION This course focuses on quantitative decision making. Analytics is a major component of business decision making to gain competitive advantage. Students will work with data to create predictive models. The course will include time series and regression techniques as well as Bayesian analysis for decision making. Model development, validation, interpretation, and practical application will be addressed.

EMBA 8200 Legal and Ethical Environment of Business

CREDIT HOURS 1.0 - 3.0

PREREQUISITES Consent of director of EMBA program

DESCRIPTION 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 8250 Strategic Marketing Management

CREDIT HOURS 1.5

PREREQUISITES Consent of director of EMBA program

DESCRIPTION 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 Simulation

CREDIT HOURS 1.5

PREREQUISITES Consent of director of EMBA program

DESCRIPTION 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 firms skills and resources with their value proposition. In other words, they must develop and execute a profitable strategy.

EMBA 8355 Operations and Quality Management

CREDIT HOURS 1.5

PREREQUISITES Consent of director of EMBA program

DESCRIPTION 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 Directed Readings in the Executive MBA Program

CREDIT HOURS 1.0 - 3.0

PREREQUISITES Consent of director of EMBA program, good academic standing

DESCRIPTION

EMBA 8400 Managerial Economics

CREDIT HOURS 2.0

PREREQUISITES Consent of director of EMBA program

DESCRIPTION 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 8425 Strategic Assessment in Global Market

CREDIT HOURS 1.0 - 3.0

PREREQUISITES Approval of EMBA Director

DESCRIPTION This course provides EMBA students with tools and frameworks for devising transnational business strategy. Drawing on political economy and managerial strategy, the course examines the intersection of organizational decision-making and country risk. Evolving globalization and political economic management are examined, and attention is focused on how organizations around the world respond to local and global challenges. The course employs comparative qualitative and quantitative analysis across key country cases, such as India, Brazil, and China. Students engage in scenario-based cooperative exercises to solve organizational challenges on the global playing field.

EMBA 8450 Asset Valuation, Analysis and Selection

CREDIT HOURS 3.0

PREREQUISITES Consent of director of EMBA program

DESCRIPTION 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 Financial Policy

CREDIT HOURS 3.0

PREREQUISITES Consent of director of EMBA program

DESCRIPTION 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 8550 Cost Analysis

CREDIT HOURS 1.5

PREREQUISITES Consent of director of EMBA program

DESCRIPTION This course is a study of the major accounting methods used for costing products, services, programs, projects, departments, and other operational units and cost objects. The primary emphasis is on developing the needed understanding, insights, and skills to correctly use such data in making various kinds of managerial decisions.

EMBA 8600 Digital Enablement

CREDIT HOURS 1.5

PREREQUISITES Consent of director of EMBA program

REQUIREMENTS CSP: 1, 2, 3, 4, 5, 6

DESCRIPTION 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 8650 International Management Practices

CREDIT HOURS 4.5

PREREQUISITES Consent of director of EMBA program

DESCRIPTION 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, Context

CREDIT HOURS 1.5

DESCRIPTION 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 HOURS 2.0

DESCRIPTION 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 Implementation and Execution

CREDIT HOURS 1.0 - 3.0

PREREQUISITES Approval of EMBA director

DESCRIPTION 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 8800 Executive Leadership and the Senior Management Team

CREDIT HOURS 3.0

DESCRIPTION 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 enterprises 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 Strategy and Responsibility

CREDIT HOURS 1.0 - 3.0

PREREQUISITES Approval of EMBA director

DESCRIPTION This intensive course introduces executives to the roles that executives play in defining, leading, managing, and responding strategically to the responsibilities of the corporation. 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 HOURS 2.0

PREREQUISITES Consent of director of EMBA program

DESCRIPTION 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 everchanging strategic and operational circumstances, all while seeking to enhance the value and position of the enterprise (whether public, private, or notforprofit.) This course integrates strategic, operational, and financial practices in the context of executive and general manager leadership.

FLME 6000 Acting for the Camera

CREDIT HOURS 4.0

DESCRIPTION Two lecture and two lab hours. Acting theory and practice for the performer and director of film and television production.

FLME 6020 Advanced Film Theory

CREDIT HOURS 3.0

DESCRIPTION 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.

FLME 6060 Advanced Film Theory

CREDIT HOURS 3.0

DESCRIPTION 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.

FLME 6115 Screenwriting for the Short Film

CREDIT HOURS 3.0

DESCRIPTION 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.

FLME 6125 Community-Based Media Production

CREDIT HOURS 4.0

PREREQUISITES consent of instructor

DESCRIPTION Two lecture and two lab hours. Seminar combines service learning and digital video production to preserve stories of overlooked local communities.

FLME 6135 Digital Cinematography

CREDIT HOURS 4.0

DESCRIPTION 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.

FLME 6140 Episodic and Serial Television Production

CREDIT HOURS 4.0

DESCRIPTION The creative, technical and managerial process of developing serialized entertainment for television as it propagates the Internet, both as audio-visual entertainment and audience response data. Students will learn the development, production, post-production, dissemination and analytic stages of contemporary New Media television practice by working in teams to produce a serial or episodic internet-based TV show. Extensive collaborative production required.

FLME 6145 Digital Editing

CREDIT HOURS 4.0

PREREQUISITES consent of instructor

DESCRIPTION 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.

FLME 6155 Conceptualization and Expression for Mediamakers

CREDIT HOURS 4.0

PREREQUISITES Consent of instructor

DESCRIPTION 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.

FLME 6156 Media Entrepreneurship

CREDIT HOURS 4.0

PREREQUISITES FLME 6155

DESCRIPTION Students will develop or continue to develop a media concept, business or technology through an intensive semester long curriculum structured as an incubator/accelerator. This class will study the convergence of media producer and media entrepreneur while students create at the intersection of media, business and technology and culminate with a final presentation of the students pitch and prototype to media industry professionals.

FLME 6157 Cross-Media Design

CREDIT HOURS 4.0

PREREQUISITES FLME 6155

DESCRIPTION Design multimedia stories from the ground up in which movies, video games, web sites, smart phone applications, comic books, and other media are equal partners and all elements of a complete story.

FLME 6158 New Media Production

CREDIT HOURS 4.0

PREREQUISITES FLME 6155

DESCRIPTION An exploration of the production visual and audio assets for Internet transmission and interactive media experience, using techniques and forms that best utilize the evolving aesthetics of the digital and interactive media cultures of the moment. New concepts of interactive storytelling in documentary and/or fiction, and for the visualization of characters and their settings will blend cinematic aesthetics with other aesthetic systems.

FLME 6159 Computational Media

CREDIT HOURS 4.0

PREREQUISITES FLME 6155

DESCRIPTION An introduction to the production of creative components of interactive and digital media derived from code and computation that is at the forefront of new forms of personal and public expression. Popular culture in the form of games, websites, interactive television, interactive animation and digital art use computational media, and will be the genres that students will produce.

FLME 6160 Special Topics

CREDIT HOURS 3.0 - 4.0

PREREQUISITES consent of instructor

DESCRIPTION Graduate faculty and specific tools for this course will change according to the specialized expertise of participating faculty.

FLME 6165 Special Production Topics

CREDIT HOURS 3.0 - 4.0

PREREQUISITES Consent of instructor

DESCRIPTION Graduate faculty and specific tools for this course will change according to the specialized expertise of participating faculty.

FLME 6170 American Film History I

CREDIT HOURS 3.0

DESCRIPTION Discussion of the structural, aesthetic, and social factors that shaped American film from its inception through the classic studio period.

FLME 6180 International Cinemas

CREDIT HOURS 3.0

DESCRIPTION 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.

FLME 6210 Critical History of Radio and Television

CREDIT HOURS 3.0

DESCRIPTION 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.

FLME 6220 Media History

CREDIT HOURS 3.0

DESCRIPTION This course provides grounding in the major historical landmarks/movements in international cinema and American broadcasting. Its surveys the primary sociocultural, aesthetic, economic, policy, technological, and industrial forces that shaped film and television in the 20th century.

FLME 6240 Documentary Film

CREDIT HOURS 3.0

DESCRIPTION The history of non-fiction film and production.

FLME 6250 Producing for Television and Film

CREDIT HOURS 3.0

DESCRIPTION Role of the producer in film, broadcasting, and theatre. Refinement of skills in developing program ideas, supervising, and financing productions.

FLME 6260 Adapting Literature to Film

CREDIT HOURS 4.0

DESCRIPTION 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.

FLME 6280 Topics in Authors and Genres

CREDIT HOURS 3.0

DESCRIPTION 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.

FLME 6310 Feature Screenwriting I

CREDIT HOURS 3.0

DESCRIPTION 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.

FLME 6320 Feature Screenwriting II

CREDIT HOURS 3.0

PREREQUISITES FLME 6310

DESCRIPTION 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.

FLME 6361 Sound Design

CREDIT HOURS 4.0

PREREQUISITES FLME 6155

DESCRIPTION The expressive aesthetics of motion picture sound, its technology and methods of production will provide students the foundations for creating soundtracks for their own films in progress, or for films already completed. Extensive lab time is required. Students must be able to work collaboratively to produce studio and field recordings.

FLME 6365 Experimental Media Production

CREDIT HOURS 4.0

DESCRIPTION An advanced production course that explores highly-personal avant-garde and experimental media making by any means necessary, including but not limited to: experimental documentary and fiction, found footage/cameraless filmmaking, new media, web video, mobile media, video art, installation, etc.

FLME 6370 Visual Effects for Film

CREDIT HOURS 4.0

DESCRIPTION This course will explore concepts of visual effects for film, television and games. These concepts will be applied to practical exercises where student will learn to manipulate media through compositing and 2-D animation.

FLME 6375 Music Video Production

CREDIT HOURS 4.0

DESCRIPTION This advanced course explores the history and developing aesthetics of music video through hands-on production exercises and projects. Participants learn about, analyze, and discuss the variety of modes in which musicians promote themselves, express their worldviews, and tell stories through the music video medium.

FLME 6385 Critical Visual Culture Theory

CREDIT HOURS 3.0

DESCRIPTION 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.

FLME 6430 Media Industries

CREDIT HOURS 3.0

DESCRIPTION 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.

FLME 6840 Computer Graphics Imaging

CREDIT HOURS 4.0

DESCRIPTION (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).

FLME 6841 Computer Animation

CREDIT HOURS 3.0

PREREQUISITES FLME 6840

DESCRIPTION (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.

FLME 6910 Special Project

CREDIT HOURS 3.0

PREREQUISITES consent of the instructor

DESCRIPTION Supervised experience in individual projects developed out of the student's professional or vocational interests and responsibilities.

FLME 6915 Special Production Project

CREDIT HOURS 3.0 - 4.0

PREREQUISITES Consent of instructor

DESCRIPTION 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.

FLME 6940 Television Studies

CREDIT HOURS 3.0

DESCRIPTION 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.

FLME 6960 American Film History II

CREDIT HOURS 3.0

DESCRIPTION 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.

FLME 6970 Internship

CREDIT HOURS 3.0

PREREQUISITES Eligibility criteria may be obtained from the School of Film, Media and Theater Internship Coordinator

DESCRIPTION Professional field experience with an organization in the student's area of concentration. Only M.A. students in Communication may enroll.

FLME 6990 Thesis Research

CREDIT HOURS 1.0 - 20.0

DESCRIPTION

FLME 6995 Thesis Research

CREDIT HOURS 1.0 - 20.0

DESCRIPTION There is a fee associated with this course which must be paid upon enrollment.

FLME 8035 Doctoral Colloquium in Communication Pedagogy

CREDIT HOURS 3.0

DESCRIPTION Techniques and approaches to pedagogy in the communication field. Includes a supervised teaching presentation before members of the graduate faculty and graduate students.

FLME 8111 Doctoral Proseminar

CREDIT HOURS 2.0

DESCRIPTION Introduction to the academic processes, the requirements of the doctoral prospectus and dissertation, and professional opportunities and expectations of the communication discipline.

FLME 8112 Doctoral Writing Workshop

CREDIT HOURS 1.0

DESCRIPTION Seminar focused on preparing advanced communication research for publication.

FLME 8160 Style and Narrative Analysis

CREDIT HOURS 3.0

DESCRIPTION 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.

FLME 8385 Critical Visual Culture Theory

CREDIT HOURS 3.0

DESCRIPTION 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.

FLME 8420 Media Historiography

CREDIT HOURS 3.0

DESCRIPTION Examination of theoretical and methodological approaches to researching media history.

FLME 8430 Media Industries

CREDIT HOURS 3.0

DESCRIPTION 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.

FLME 8640 Television Studies

CREDIT HOURS 3.0

DESCRIPTION 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.

FLME 8680 Media Reception Studies

CREDIT HOURS 3.0

DESCRIPTION Examination of qualitative theories and methodological approaches for researching media reception by audiences.

FLME 8690 Media and Cultural Studies

CREDIT HOURS 3.0

DESCRIPTION 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.

FLME 8780 Directed Research in Communication

CREDIT HOURS 1.0 - 20.0

DESCRIPTION

FLME 8900 Internship

CREDIT HOURS 1.0 - 3.0

PREREQUISITES Eligibility criteria may be obtained from the School of Film, Media and Theater Internship Coordinator

DESCRIPTION Professional field experience with an organization in the student's area of concentration. Only Ph.D. students may enroll.

FLME 8980 Special Topics

CREDIT HOURS 3.0

PREREQUISITES consent of instructor

DESCRIPTION

FLME 9999 Doctoral Dissertation Research

CREDIT HOURS 1.0 - 20.0

PREREQUISITES consent of instructor

DESCRIPTION

FI 8000 Valuation of Financial Assets

CREDIT HOURS 3.0

COREQUISITES MBA 8135

REQUIREMENTS CSP: 1, 2, 6

DESCRIPTION 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 Financial Analysis and Loan Structuring

CREDIT HOURS 3.0

PREREQUISITES MBA 8135

REQUIREMENTS CSP: 1, 2, 6

DESCRIPTION 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 of International Finance

CREDIT HOURS 3.0

PREREQUISITES MBA 8135

REQUIREMENTS CSP: 1, 2, 6

DESCRIPTION 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 HOURS 1.0 - 6.0

COREQUISITES MBA 8135

REQUIREMENTS CSP: 1, 2, 6

DESCRIPTION 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 Finance Function

CREDIT HOURS 1.0 - 3.0

REQUIREMENTS CSP: 1, 2, 6

DESCRIPTION Co-rerequisite: MBA 8135. 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 8090 Financial Data Analytics

CREDIT HOURS 3.0

PREREQUISITES None

COREQUISITES MBA 8135

DESCRIPTION This course provides the foundation for financial data analytics. Students will develop knowledge of data analytics modeling aimed at addressing a range of financial questions in practice. The objective of this course is to gain experience in analyzing financial data using modern machine learning techniques, statistical methods, and prediction models. Students will perform data analysis using a statistical programming environment. Students will have hands-on experience on the development of data analytics applications.

FI 8200 Derivative Markets I

CREDIT HOURS 3.0

PREREQUISITES FI 8000

REQUIREMENTS CSP: 1, 2, 6

DESCRIPTION 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 8240 Global Portfolio Management

CREDIT HOURS 3.0

PREREQUISITES FI 8000

REQUIREMENTS CSP: 1, 2, 6

DESCRIPTION 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 And Their Trading Strategies

CREDIT HOURS 3.0

PREREQUISITES FI 8000

REQUIREMENTS CSP: 1, 2, 6

DESCRIPTION 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 Advanced Corporate Finance

CREDIT HOURS 3.0

PREREQUISITES FI 8000

REQUIREMENTS CSP: 1, 2, 6

DESCRIPTION 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 HOURS 3.0

PREREQUISITES MBA 8135 and FI 8000

DESCRIPTION Requirments: 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 Corporate Financial Strategy

CREDIT HOURS 3.0

PREREQUISITES FI 8000

REQUIREMENTS CSP: 1, 2, 6

DESCRIPTION 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 8350 Corporate Restructuring and Workouts

CREDIT HOURS 3.0

PREREQUISITES FI 8000

REQUIREMENTS CSP: 1, 2, 6

DESCRIPTION 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 in Corporate Finance

CREDIT HOURS 3.0

PREREQUISITES FI 8000

REQUIREMENTS CSP: 6

DESCRIPTION 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 Directed Readings in Finance

CREDIT HOURS 1.0 - 3.0

PREREQUISITES FI 8000, consent of instructor, good academic standing

DESCRIPTION

FI 8391 Field Studies in Finance

CREDIT HOURS 1.0 - 3.0

PREREQUISITES FI 8000 and Instructor Consent

DESCRIPTION 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 8410 Financial and Managerial Decisions: A Study Abroad Experience

CREDIT HOURS 3.0

PREREQUISITES MBA 8000 or MBA 8135 or MGS 8200

REQUIREMENTS CSP: 1, 2, 7

DESCRIPTION Cross listed with MGS 8410. This study abroad program provides an opportunity to examine the business climate in foreign markets, with field experience in a specific foreign market. Students will gain insight into financial and managerial issues, with emphasis on the capital structure of firms, the organization of financial markets, and cross-cultural influence on corporate governance practices and managerial decision making and entrepreneurship. The in-country experience will allow students to observe and discuss first-hand how companies work within that market.

FI 8420 The Financial System

CREDIT HOURS 3.0

PREREQUISITES FI 8000

REQUIREMENTS CSP: 1, 2, 6

DESCRIPTION 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 and Banking in the Global Economy

CREDIT HOURS 3.0

PREREQUISITES FI 8000

REQUIREMENTS CSP: 1, 2, 6

DESCRIPTION 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 8450 Financial Analysis of Asset & Wealth Management

CREDIT HOURS 3.0

PREREQUISITES FI 8000

DESCRIPTION This course introduces the student to a financial analysis of the major agents in the economy the household; small business; publicly-traded corporation; and the financial institution. The major elements of value, stock and flow are critically examined for each of the agents with analytical emphasis given to financial concepts such as cash versus accrual accounting, fair value, and financial accounting principles. The course also examines the structure and economics of the investment and wealth advisory business, evaluating the intersection of the demand for services with the supply. Integration of the various elements of asset and wealth management is done through a course project.

FI 9100 The Theory of Asset Valuation

CREDIT HOURS 3.0

PREREQUISITES Consent of instructor

REQUIREMENTS CSP: 6

DESCRIPTION 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 Seminar in the Theory of Investments

CREDIT HOURS 3.0

PREREQUISITES Consent of instructor

DESCRIPTION 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 in Corporate Finance

CREDIT HOURS 3.0

PREREQUISITES Consent of instructor

REQUIREMENTS CSP: 6

DESCRIPTION This course acquaints students with theoretical and empirical research in corporate finance. Topics covered may include the effect of taxes and transactions costs on corporate capital structure, bondholder-stockholder and stockholder-manager agency conflicts, the effect of informational asymmetry between firms and outside investors on financial decisions, the design of securities, the design of optimal control mechanisms, theory of corporate control, bankruptcy and corporate restructuring, shareholder heterogeneity, and corporate governance. The specific topics covered depend on the instructor and the needs of the students.

FI 9400 Theory of Financial Management of Financial Institutions

CREDIT HOURS 3.0

PREREQUISITES Consent of instructor

REQUIREMENTS CSP: 6

DESCRIPTION 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 Advanced Topics in Contemporary Finance Research

CREDIT HOURS 3.0

PREREQUISITES Consent of instructor

REQUIREMENTS CSP: 6

DESCRIPTION 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 6020 America's Folk Crafts

CREDIT HOURS 3.0

DESCRIPTION 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 6050 Global Ceramic Traditions

CREDIT HOURS 3.0

DESCRIPTION Cross-listed with FOLK 4050. An international survey of folk pottery from prehistory to today, combining material folklore study, art history, and cultural geography to explore continuity and change in hand-based technologies, societal uses and meanings of traditional clay products and aesthetics and creativity in each group's tradition.

FOLK 6100 British Folk Culture

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION Traditional culture from the Celts to the present, including saga literature, farmsteads and houses, singing, storytelling, and supernatural beliefs.

FOLK 8200 Folklore

CREDIT HOURS 3.0

DESCRIPTION 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 6021 Technology Integration for Foreign Language Teaching and Learning

CREDIT HOURS 3.0

DESCRIPTION Selection and use of technology resources in the Pre-K-12 classroom with an emphasis on foreign language instruction. Students learn how to select and integrate appropriate technologies that align with edTPA and principles of communicative language teaching in order to enhance student learning, language proficiency and interculturality. A special emphasis is placed on emerging technologies and video development.

FORL 6030 Teaching Diverse World Language Learners – Field Experience

CREDIT HOURS 3.0

PREREQUISITES FORL 4025 or FORL 4026 with a grade of C or higher, or equivalent

DESCRIPTION This field-based experience offers students an opportunity to observe and teach diverse world language students in local K-12 schools. In addition to learning about how to differentiate instruction to meet their diverse learners' needs, students will complete a mini edTPA in preparation for the culminating field experience class.

FORL 6125 Approaches to Early Language Learning, Grades P-8

CREDIT HOURS 3.0

DESCRIPTION This course prepares individuals to work with second/foreign language learners in developmentally appropriate ways to maximize young learners' second language proficiency. Topics addressed are: learner characteristics, child development theories, second language development and assessment, dual language immersion, approaches to effective Standards-based lesson planning in meaningful cultural contexts for grade levels P-8, and edTPA.

FORL 6126 Approaches to Language Teaching, Grades 9-12

CREDIT HOURS 3.0

DESCRIPTION Applicable knowledge of learner characteristics, foreign language curricula and standards, edTPA, unit/lesson planning, approaches to effective lesson implementation and assessment in meaningful cultural contexts for grade levels 9-12.

FORL 6128 Teaching Foreign Languages at the College Level

CREDIT HOURS 3.0

DESCRIPTION Theories of second language acquisition; practical methods of foreign language instruction at the college level.

FORL 8223 Modern Foreign Language Pedagogy: Theory and Practice

CREDIT HOURS 3.0

DESCRIPTION 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 Teaching Literature in the Foreign Language Classroom

CREDIT HOURS 3.0

DESCRIPTION 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 Teaching Culture in the Foreign Language Classroom

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 in Foreign or Second Language Education

CREDIT HOURS 3.0

DESCRIPTION Focus on the design and conduct of a research study for the Ed.S. degree with a concentration in Foreign Language.

FORL 8850 Education Specialist Portfolio

CREDIT HOURS 3.0

DESCRIPTION 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 6033 Special Topics in French Civilization

CREDIT HOURS 3.0

DESCRIPTION Study of particular aspects or periods of French civilization. May be repeated if topics vary.

FREN 6043 French Civilization I

CREDIT HOURS 3.0

DESCRIPTION (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 HOURS 3.0

DESCRIPTION (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 HOURS 3.0

DESCRIPTION Intellectual climate as reflected in the political, social, and economic structures of contemporary France.

FREN 6103 Advanced French Syntax

CREDIT HOURS 3.0

DESCRIPTION Detailed examination of contemporary French grammar, syntax, and vocabulary, with emphasis on improving proficiency in written French.

FREN 6108 French for International Business I

CREDIT HOURS 3.0

DESCRIPTION Crosslisted with French 4033. Discussion of current business and economic issues in French-speaking countries with an emphasis on strategy, international marketing and entrepreneurship. 3.000 credit hours.

FREN 6109 French for International Business II

CREDIT HOURS 3.0

DESCRIPTION Cross listed with French 4043. Discussion of current economic issues in French-speaking countries as well as in the European Union and of business issues with an emphasis on professional communication and international job search. 3.000 credit hours.

FREN 6135 Introduction to the Theory and Practice of Translation

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 – Special Topics

CREDIT HOURS 1.0 - 4.0

PREREQUISITES Consent of the instructor

DESCRIPTION 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 Introduction to the Theory and Practice of Translation

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION Business, economics, and banking.

FREN 7145 Specialized Translation II

CREDIT HOURS 3.0

DESCRIPTION Legal, medical, natural sciences, media, and other.

FREN 7146 Workshop on the Translation of Special Topics

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION Survey of grammar with emphasis on developing reading skills. For graduate students preparing for the Graduate Reading Examination.

FREN 8000 Explication de textes

CREDIT HOURS 3.0

DESCRIPTION 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 and Francophone Culture and Society

CREDIT HOURS 3.0

DESCRIPTION Study of particular aspects or periods of French and francophone culture and society.

FREN 8230 Topics in the French Drama

CREDIT HOURS 3.0

DESCRIPTION Study of particular aspects or periods of French Drama. May be repeated if topics vary.

FREN 8240 Topics in French Poetry

CREDIT HOURS 3.0

DESCRIPTION Study of particular aspects or periods of French Poetry. May be repeated if topics vary.

FREN 8250 Topics in the History of Ideas

CREDIT HOURS 3.0

DESCRIPTION Study of particular aspects or periods of French History of Ideas. May be repeated if topics vary.

FREN 8265 Seminar in French Literature

CREDIT HOURS 3.0

DESCRIPTION May be repeated if topics vary.

FREN 8895 Research

CREDIT HOURS 1.0 - 21.0

DESCRIPTION Independent research for credit.

FREN 8999 Thesis Research

CREDIT HOURS 1.0 - 9.0

DESCRIPTION

GEOS 6000 Advanced Topics in Physical and Historical Geology

CREDIT HOURS 4.0

DESCRIPTION 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 HOURS 4.0

PREREQUISITES Geol 1121K, 1122K, MATH 2212, and CHEM 1212K

DESCRIPTION (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 HOURS 3.0

PREREQUISITES Geol 1121K, or equivalent, or consent of the instructor

DESCRIPTION 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 Environments and Stratigraphy

CREDIT HOURS 4.0

PREREQUISITES Geol 3002

DESCRIPTION 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 HOURS 4.0

PREREQUISITES Geol 1121K, Geol 1122K and MATH 2212

DESCRIPTION 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 6008 Rock Fracture and Fluid Flow

CREDIT HOURS 4.0

PREREQUISITES GEOL 4007 and GEOL 4013 with a C or higher or consent of instructor

DESCRIPTION Formation and analysis of rock fracture and its relationship to hydraulic properties of dual porosity aquifers, exploration of deep aquifers, flow equations in fractured porous and crystalline rock, hydraulic testing of fractured rock, spatial and statistical methods of exploration of karst aquifers, geophysical and statistical methods of detection of fractured aquifers. 3.000 Credit hours.

GEOS 6011 Principles of Paleontology

CREDIT HOURS 4.0

PREREQUISITES Geol 1122K with grade of C or higher

DESCRIPTION Three lecture and three laboratory hours a week. An introduction to the principles of paleontology including taphonomy, taxonomy, evolution, and extinction by examination of the fossil record. Study of commonly preserved organisms and their use in paleoecology, paleoenvironmental reconstruction, biostratigraphic correlation, and conservation paleobiology will be stressed as well.

GEOS 6013 Structural Geology

CREDIT HOURS 4.0

PREREQUISITES Geol 1121K, Geol 1122K and Geol 3002

DESCRIPTION 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 Crystallography and Optical Mineralogy

CREDIT HOURS 4.0

PREREQUISITES Geol 3002

DESCRIPTION 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 and Metamorphic Petrology

CREDIT HOURS 4.0

DESCRIPTION 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 HOURS 4.0

PREREQUISITES Geol 1121K and CHEM 1211K

DESCRIPTION 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 6020 Urban Environments

CREDIT HOURS 3.0

DESCRIPTION Examines the physical environmental processes relating to soil, climate, water, and ecosystems that characterize urban environments as opposed to more natural or rural ones. Explores the human-environmental interface in urban areas as reflected in issues such as environmental justice, sustainability, resilience, population growth, unequal distribution of resources, and public health. Sustainability will be particularly emphasized. The City of Atlanta is used as a living laboratory for the course.

GEOS 6023 Terrestrial Sediments

CREDIT HOURS 3.0

PREREQUISITES Geol 4006 or consent of instructor

DESCRIPTION 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 6030 X-Ray Methods and Techniques

CREDIT HOURS 4.0

DESCRIPTION Prerequisite Geol 3002. This course describes the theory and use of x-ray diffraction and x-ray Ffuorescence methods for the Geosciences primarily although the theory is applicable to other natural sciences. Topics covered include: generation of x-rays, diffraction, identification of minerals and crystalline materials, theory and use of x-ray fluorescence in major and trace elemental measurements. Laboratory provides hands-on experience with sample preparation, data gathering and synthesis. By the end of this course, it is the instructors hope that all students will be able to conduct independent, unsupervised analytical research using GSUs X-ray labs and equipment. The 6000 level course will feature term project and oral presentation.

GEOS 6042 Environmental Instrumentation

CREDIT HOURS 4.0

PREREQUISITES CHEM 1212K or equivalent; MATH 2212 (calculus with one variable)

DESCRIPTION Covers the theoretical and practical aspects of analytical instrumentations and methodologies used for modern-day analysis of environmental samples (water, soils, sediments, biological tissues, etc.) including the basis for each analysis, limitations and potential sources of errors.

GEOS 6050 Natural Enviornment of Georgia

CREDIT HOURS 4.0

DESCRIPTION Georgia is a state with great a diversity of natural communities, in large part because of the many different landscapes present in the state. Through readings, discussions, tests, field outings, projects and in-class exercises, students will become familiar with the principles involved in the structure and function of Georgia's dwindling, but diverse, ecosystems. There will be an emphasis on plant communities and the physical environment, but animal communities and landscape management strategies will also be covered. Locations, diversity, and plant indicator species (especially trees) will be examined in the classroom and in the field, and experiential learning is emphasized.

GEOS 6095 Seminar in Geological Sciences

CREDIT HOURS 1.0

PREREQUISITES at least twelve hours in geology

DESCRIPTION One lecture hour a week. Current research topics in geological sciences. May be repeated once.

GEOS 6097 Topics in Geographical Sciences

CREDIT HOURS 1.0 - 3.0

PREREQUISITES consent of instructor

DESCRIPTION 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 HOURS 3.0

PREREQUISITES Completion of a core-curriculum science sequence and consent of instructor

DESCRIPTION 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 HOURS 3.0

PREREQUISITES Geol 4006 and Geol 4013, and consent of instructor; prerequisite or corequisite: Geol 4120 or Geol 6120 or equivalent

DESCRIPTION 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 HOURS 4.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION (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 6515 Qualitative Methods in Geography

CREDIT HOURS 4.0

DESCRIPTION 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 HOURS 4.0

PREREQUISITES Geog 2206 with grade of C or higher

DESCRIPTION An introduction to the principles, methods, theory, and practices of contemporary digital cartography.

GEOS 6520 Quantitative Spatial Analysis

CREDIT HOURS 4.0

PREREQUISITES MATH 1070 with grade of C or higher, or consent of instructor

DESCRIPTION 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 HOURS 4.0

PREREQUISITES natural science lab sequence or consent of instructor

DESCRIPTION (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 Introduction to Geographic Information Systems

CREDIT HOURS 4.0

PREREQUISITES Geog 2206 or Geog 6518 with grade of C or higher, or consent of instructor

DESCRIPTION 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 6533 Community Geographic Information

CREDIT HOURS 4.0

DESCRIPTION GEOS 6532 or GEOS 6158 or permission of instructor Critical assessment and application of Community Geographic Information Systems (CGIS) and related community-based applications of geospatial technologies, geographic analysis, map communication, and geographic inquiry in local settings with community partners.

GEOS 6534 Advanced Geographic Information Systems

CREDIT HOURS 4.0

PREREQUISITES Geog 6532 with grade of C or higher, or consent of instructor

DESCRIPTION Advanced concepts of geographic information systems including an examination of a variety of applications of GIS technology.

GEOS 6536 GIS Programming

CREDIT HOURS 4.0

PREREQUISITES GEOS 6534

DESCRIPTION Programing for advanced GIS users.

GEOS 6538 Urban Health Geographic Information Systems

CREDIT HOURS 4.0

DESCRIPTION The course is an upper-level undergraduate course to graduate level course developed to introduce students to measurement and analysis associated with spatial patterns of diseases. This course is proposed to address contemporary diseases of public health importance and present the quantitative skills that can be used in understanding how spatial patterns arise and what they imply for intervention. Objectives of the courses: (1) examine patterns of disease in place and time; (2) apply geospatial technologies and methods in public health; (3) examine diffusion of disease; and (4) conduct spatial epidemiological studies of selected infectious and noninfectious diseases. By the end of the course, students will gain hands-on experience with a variety of methods and GIS tools useful for the spatial analysis of medical data. Prerequiste:Getting Started with GIS a 9-hour free web course provided by ESRI (http://training.esri.com/gateway/index.cfmfa=catalog.webCourseDetail&CourseID=1911).

GEOS 6550 Field School in Geography

CREDIT HOURS 4.0 - 8.0

DESCRIPTION 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 HOURS 4.0

PREREQUISITES Geog 1113 or Geol 1122K with grade of C or higher, or consent of instructor

DESCRIPTION (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 Weather and Climate

CREDIT HOURS 4.0

PREREQUISITES Geog 1112 with grade of B or higher, or consent of instructor

DESCRIPTION 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 HOURS 4.0

PREREQUISITES Geol 1121K/1122K or Geog 1112/1113 with grade of B or higher, or consent of instructor

DESCRIPTION (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 HOURS 4.0

PREREQUISITES Geog 1112/1113 or Geol 1112K, or consent of instructor

DESCRIPTION General characteristics of water resources, principles and methodology, planning procedures, political, socioeconomic, and legal aspects of water resources management.

GEOS 6648 Biogeography

CREDIT HOURS 4.0

PREREQUISITES Geog 1112 and BIOL 1152K with grade of B or higher, or consent of instructor

DESCRIPTION Spatial variations, processes, and environmental constraints influencing the distribution of life.

GEOS 6650 Surface Water Hydrology

CREDIT HOURS 4.0

PREREQUISITES Geog 1112, Geog 1113, or Geol 1112K with grade of C or higher, or consent of instructor

DESCRIPTION Same as Geol 4650. Three lecture and two laboratory hours per week. Applications 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 HOURS 4.0

DESCRIPTION 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 HOURS 4.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION (Same as HIST 6320 and SOCI 6279.) Interdisciplinary perspective focusing on social, historical, and geographic processes which have shaped the Atlanta region.

GEOS 6774 Contemporary Urban Theory and Issues

CREDIT HOURS 3.0

DESCRIPTION An examination of urban geographical theory as a framework for understanding contemporary cities in the United States.

GEOS 6778 Political Geography

CREDIT HOURS 3.0

DESCRIPTION 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 6784 Climatic Change

CREDIT HOURS 3.0

PREREQUISITES Geog 1112 with grade of C or higher, or consent of instructor

DESCRIPTION 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 HOURS 3.0

PREREQUISITES Advanced standing, approval of sponsoring faculty advisor and department chair

DESCRIPTION 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 HOURS 1.0 - 3.0

DESCRIPTION Applied GIS research that demonstrates the ability of the student to apply GIS knowledge to real-world situations.

GEOS 7002 Introduction to Earth Materials

CREDIT HOURS 4.0

PREREQUISITES Geol 1121K

DESCRIPTION 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 HOURS 4.0

DESCRIPTION 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 for Teachers II

CREDIT HOURS 4.0

PREREQUISITES Geol 7021 or equivalent

DESCRIPTION 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 Introduction to Weather and Climate for Teachers

CREDIT HOURS 4.0

DESCRIPTION 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 HOURS 4.0

PREREQUISITES Geol 1121K, Geol 3002, and CHEM 1212K

DESCRIPTION (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 8002 Geoscience Research Methods

CREDIT HOURS 3.0

DESCRIPTION Research techniques used in solving geographic problems and evaluating geographic projects.

GEOS 8005 Economic Geography

CREDIT HOURS 3.0

PREREQUISITES consent of the instructor

DESCRIPTION Analysis of selected topics and regions dealing with the geographical structure of economic systems. May be repeated if topics vary.

GEOS 8006 Survey of Geographic Thought

CREDIT HOURS 4.0

DESCRIPTION This course explores the history of geography as a discipline, ranging from classical origins to contemporary philosophical debates and approaches.

GEOS 8007 Urban Environmental Geography

CREDIT HOURS 4.0

DESCRIPTION This course examines human-environment interactions in urban settings, drawing particularly from geographic research on environmental governance, political ecology, and environmental justice.

GEOS 8010 Seminar in Urban-Economic Geography

CREDIT HOURS 4.0

DESCRIPTION Advanced topics in regional analysis. May be repeated if topics vary.

GEOS 8030 Seminar in Cartography

CREDIT HOURS 3.0

PREREQUISITES consent of the instructor

DESCRIPTION May be repeated if topics vary.

GEOS 8035 Seminar in Geographical Information Systems

CREDIT HOURS 3.0

PREREQUISITES consent of the instructor

DESCRIPTION May be repeated if topics vary.

GEOS 8040 Seminar in Geomorphology and Hydrology

CREDIT HOURS 4.0

PREREQUISITES Geog/Geol 6640 or Geog/Geol 6650 with grade of C or higher or consent of instructor

DESCRIPTION (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 HOURS 4.0

PREREQUISITES Geog 6648 with grade of B or higher, or consent of instructor

DESCRIPTION Advanced topics in theories and research methods of biogeography. May be repeated if topics vary.

GEOS 8048 Seminar in Climatology

CREDIT HOURS 4.0

PREREQUISITES consent of instructor

DESCRIPTION Examination of theoretical and applied aspects of climatological research in the discipline of Geography. May be repeated if topics vary.

GEOS 8050 Seminar in Environmental Issues

CREDIT HOURS 4.0

PREREQUISITES consent of the instructor

DESCRIPTION (Same as Geol 8050.) Various environmental issues confronting society. May be repeated if topics vary.

GEOS 8055 Directed Research

CREDIT HOURS 1.0 - 9.0

PREREQUISITES consent of the instructor

DESCRIPTION May be repeated if topics vary.

GEOS 8060 Teaching Practicum

CREDIT HOURS 3.0

PREREQUISITES consent of the instructor

DESCRIPTION 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 8061 Instructional Theory-Geos ED

CREDIT HOURS 4.0

DESCRIPTION This graduate level course is designed to increase students pedagogical content knowledge associated with geoscience laboratory topics. Key theoretical principles of instruction and content integration will be applied within the context of specific topics and geoscience knowledge domains.

GEOS 8065 Non-Thesis Research

CREDIT HOURS 1.0 - 6.0

DESCRIPTION For GLA or GRA students only.

GEOS 8095 Laboratory Instruction – Practicum

CREDIT HOURS 3.0

PREREQUISITES consent of the instructor

DESCRIPTION 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 HOURS 1.0 - 15.0

PREREQUISITES consent of the instructor

DESCRIPTION Area of study and credit to be determined by the department.

GEOS 8521 Advanced Quantitative Analysis

CREDIT HOURS 4.0

PREREQUISITES Grade of C or higher in a senior-level statistics or quantitative methods course (e.g., GEOG 4520)

DESCRIPTION This course builds on lower level statistics coursework to enhance graduate students abilities to manipulate and analyze quantitative data. Methods for analysis of multivariate, time series, categorical, and spatial data are emphasized, with units applicable to all branches of Geosciences and related disciplines. Students will acquire and analyze datasets specific to their thesis or dissertation research and contribute teaching modules on their specific methods for use by the rest of the class.

GEOS 8534 Advanced Geographic Information Systems

CREDIT HOURS 4.0

PREREQUISITES GEOG 4532, GEOS 6532, or permission of instructor

DESCRIPTION This course exposes graduate students to advanced topics in geographic information science and technology.

GEOS 8990 Research Practicum

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 1.0 - 9.0

DESCRIPTION May be repeated if topics vary.

GEOS 9999 Dissertation Research

CREDIT HOURS 1.0 - 15.0

DESCRIPTION

GRMN 7135 Introduction to Theory and Practice of Translation

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION Business, economics, and banking.

GRMN 7145 Specialized Translation II

CREDIT HOURS 3.0

DESCRIPTION Legal, medical, natural sciences, media, and other.

GRMN 7146 Workshop on the Translation of Special Topics

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION Survey of grammar with emphasis on developing reading skills. For graduate students preparing for the Graduate Reading Examination.

GERO 6475 Communication and Aging

CREDIT HOURS 3.0

DESCRIPTION (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 7110 Aging Policy and Services

CREDIT HOURS 3.0

DESCRIPTION (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 HOURS 3.0

DESCRIPTION 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, Policy, and Research

CREDIT HOURS 3.0

DESCRIPTION (Same as SW 7260.) This course is designed to provide the basic knowledge and entry-level skills appropriate for social work practice with older people and their families. Special attention is given to the biological, sociological, psychological, political and economic factors affecting older adults and methodology meeting these needs.

GERO 8000 Seminar in Gerontology

CREDIT HOURS 3.0

DESCRIPTION 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 in Gerontology

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION (Same as SOCI 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 Gerontology

CREDIT HOURS 3.0

DESCRIPTION Principles and techniques for applied research in gerontology, including program evaluation, interventions with older people, and measurement of outcomes.

GERO 8115 Qualitative Gerontology

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION (Same as SOCI 8116 and WGSS 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 Social Policies

CREDIT HOURS 3.0

DESCRIPTION (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 HOURS 3.0

DESCRIPTION (Same as SOCI 8122). Death and dying; loss; and the cultural process of grief, mourning, and bereavement.

GERO 8124 Diversity and Aging

CREDIT HOURS 3.0

DESCRIPTION (Same as AAS 6042 and SOCI 8124.) This course examines aging through the lens of diversity and considers the socio-cultural factors that create variations, including disparities, across the life course and into later life. Emphasis is placed on understanding the influences of race and ethnicity as well as other key intersecting social relations and how they shape older adults lives, especially among minority elders.

GERO 8130 Ties that Bind: Family, Intimacy, and Aging

CREDIT HOURS 3.0

DESCRIPTION (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 Administration

CREDIT HOURS 3.0

DESCRIPTION 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 8320 Psychology of Aging

CREDIT HOURS 3.0

DESCRIPTION Psychological contributions to the understanding, prevention, and treatment of normal and abnormal changes of later life.

GERO 8330 Mental Health and Aging

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 Directed Readings in Gerontology

CREDIT HOURS 3.0

DESCRIPTION Individual reading in a selected area of gerontology, directed by a faculty member. A student may take no more than 3 credit hours of GERO 8800.

GERO 8850 Capstone Seminar in Gerontology

CREDIT HOURS 3.0

DESCRIPTION Prerequisite GERO 8910 with a grade of S. The purpose of the seminar is to provide students with an opportunity to explore research modalities pertinent to gerontology and to develop their capstone project design. Students will be encouraged to begin using their knowledge and critical thinking skills to explore and develop their capstone projects. 3.00 Credit hours. Target Group: GERO MA students.

GERO 8910 Gerontology Internship

CREDIT HOURS 1.0 - 6.0

PREREQUISITES GPA of 3.0 in the gerontology program of study

DESCRIPTION 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 HOURS 3.0 - 15.0

DESCRIPTION Research apprenticeship under faculty direction.

GERO 8999 Thesis Research

CREDIT HOURS 1.0 - 9.0

DESCRIPTION

GMBA 7035 Economics for Manager

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: None

DESCRIPTION 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 HOURS 3.0

REQUIREMENTS CSP: 1, 2, 4, 6, 7

DESCRIPTION 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 Legal and Regulatory Issues

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: None

DESCRIPTION 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 International Business Environment

CREDIT HOURS 3.0

PREREQUISITES none

REQUIREMENTS CSP: None

DESCRIPTION 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 HOURS 3.0

REQUIREMENTS None

DESCRIPTION Prequisites: None. 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 Information Technology and Global Competition I

CREDIT HOURS 1.5

PREREQUISITES None

REQUIREMENTS CSP: 1, 2, 4, 6, 7

DESCRIPTION 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 HOURS 3.0

REQUIREMENTS CSP: None

DESCRIPTION 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 HOURS 3.0

REQUIREMENTS CSP: None

DESCRIPTION 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 Operations and Logistics I

CREDIT HOURS 1.5

PREREQUISITES None

REQUIREMENTS None

DESCRIPTION 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 Human Resources Management and Organizational Behavior I

CREDIT HOURS 1.5

PREREQUISITES None

REQUIREMENTS CSP: 1, 6, 7

DESCRIPTION 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 International Finance I

CREDIT HOURS 1.5

REQUIREMENTS CSP: None

DESCRIPTION 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 International Affairs and Economic Integration

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS None

DESCRIPTION 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 Information Technology and Global Competition II

CREDIT HOURS 1.5

PREREQUISITES None

REQUIREMENTS CSP: None

DESCRIPTION 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 Operations and Logistics II

CREDIT HOURS 1.5

PREREQUISITES None

REQUIREMENTS None

DESCRIPTION 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 Human Resources Management & Organizational Behavior II

CREDIT HOURS 1.5

PREREQUISITES None

REQUIREMENTS CSP: None

DESCRIPTION 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 is continued and extended to these additional topics.

GMBA 8270 International Finance II

CREDIT HOURS 1.5

PREREQUISITES None

REQUIREMENTS CSP: None

DESCRIPTION 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 HOURS 3.0

REQUIREMENTS CSP: None

DESCRIPTION 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.

GMBA 8500 International Business Internship

CREDIT HOURS 1.0 - 6.0

PREREQUISITES GMBA 8090

REQUIREMENTS CSP: 1, 2, 6, 7

DESCRIPTION The Internship 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 of the candidate. All internships must be approved in advance by the program directors for the Global Partners MBA program.

GMBA 8605 International Marketing

CREDIT HOURS 1.5

PREREQUISITES None

REQUIREMENTS CSP: None

DESCRIPTION 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 HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1, 6, 7

DESCRIPTION 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 HOURS 1.5

PREREQUISITES None

REQUIREMENTS CSP: None

DESCRIPTION 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 Business Communication

CREDIT HOURS 1.5

PREREQUISITES None

REQUIREMENTS CSP: 1, 6, 7

DESCRIPTION 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 HOURS 3.0

PREREQUISITES None

REQUIREMENTS None

DESCRIPTION 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.

GLOS 6210 Global Issues in Social Psychology

CREDIT HOURS 3.0

DESCRIPTION A survey course that covers topics in social psychology from a cross-cultural lens, focusing on global issues. Topics include cultural values, methodological equivalences, inter-cultural group conflict, self and identity, aggression and violence, attitudes about immigration and refugees, and altruism. The course is suitable for undergraduate students majoring in sociology, psychology, and the social and behavioral sciences.

GLOS 6211 Psychology of Terrorism

CREDIT HOURS 3.0

DESCRIPTION Terrorism describes both a set of tactics and a broader strategy that can have overwhelming personal, social, and political consequences. The course provides a comprehensive understanding of the psychology of terrorist behavior for students in psychology, the social sciences, public policy, and criminology.

GLOS 6650 Special Topics in Global Studies

CREDIT HOURS 3.0

DESCRIPTION Intensive treatment of specified topics in global studies. May be repeated for credit if topic varies.

GLOS 6761 Directed Study in Global Studies

CREDIT HOURS 1.0 - 4.0

PREREQUISITES At least 9 hours of graduate credit completed, good academic standing, and permission of instructor

DESCRIPTION This variable credit hour course allows students to design a directed study on a special topic with a faculty member.

GLOS 8211 Psychology of Terrorism

CREDIT HOURS 3.0

DESCRIPTION Terrorism describes both a set of tactics and a broader strategy that can have overwhelming personal, social, and political consequences. The course provides a comprehensive understanding of the psychology of terrorist behavior for students in psychology, the social sciences, public policy, and criminology.

GLOS 8650 Special Topics in Global Studies

CREDIT HOURS 3.0

DESCRIPTION Intensive treatment of specified topics in global studies. May be repeated for credit if topic varies.

GLOS 8761 Directed Study in Global Studies

CREDIT HOURS 1.0 - 4.0

PREREQUISITES At least 9 hours of graduate credit completed, good academic standing, and permission of instructor

DESCRIPTION This variable credit hour course allows students to design a directed study on a special topic with a faculty member.

GRD 6020 Advanced Typographic Design

CREDIT HOURS 3.0

PREREQUISITES consent of the instructor

DESCRIPTION Advanced concepts in typographic design within a studio problem-solving format; advanced digital techniques, formal and experimental applications of typography.

FEES $20.00

GRD 6050 Graphic Design

CREDIT HOURS 3.0

PREREQUISITES consent of the instructor

DESCRIPTION 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.

FEES $20.00

GRD 6100 Print and Editorial Design

CREDIT HOURS 3.0

PREREQUISITES consent of the instructor

DESCRIPTION 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.

FEES $20.00

GRD 6150 Collateral Design for Print Applications

CREDIT HOURS 3.0

PREREQUISITES consent of the instructor

DESCRIPTION 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.

FEES $20.00

GRD 6200 Corporate Identity Design

CREDIT HOURS 3.0

PREREQUISITES consent of the instructor

DESCRIPTION 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.

FEES $20.00

GRD 6250 Graphic Design in Popular Culture

CREDIT HOURS 3.0

PREREQUISITES consent of the instructor

DESCRIPTION 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 HOURS 3.0

PREREQUISITES consent of the instructor

DESCRIPTION Specialized field training allowing practical professional experience with major design firms, advertising agencies, and corporations.

GRD 6310 Multimedia Design

CREDIT HOURS 3.0

PREREQUISITES consent of the instructor

DESCRIPTION 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.

FEES $20.00

GRD 6350 Graphic Design Through Advertising

CREDIT HOURS 3.0

PREREQUISITES consent of the instructor

DESCRIPTION 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.

FEES $20.00

GRD 6400 Design for Film and Television

CREDIT HOURS 3.0

PREREQUISITES consent of the instructor

DESCRIPTION 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 Professional Practices in Graphic Design

CREDIT HOURS 3.0

PREREQUISITES consent of the instructor

DESCRIPTION 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.

FEES $20.00

GRD 6550 Specialized Applications of Graphic Design

CREDIT HOURS 3.0

PREREQUISITES consent of the instructor

DESCRIPTION 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 Senior Workshop in Graphic Design

CREDIT HOURS 3.0

PREREQUISITES GRD 3200 or consent of the instructor

DESCRIPTION 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 HOURS 3.0

DESCRIPTION Historical survey including sources of modern design; similar and contrasting elements among the various disciplines of art and design.

GRD 8000 Advanced Graphic Design Studio

CREDIT HOURS 6.0

DESCRIPTION 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 8400 Interdisciplinary Graduate Seminar

CREDIT HOURS 3.0 - 9.0

PREREQUISITES MFA status

DESCRIPTION For MFA students from all Art and Design majors. Readings, discussions, and engagement with advanced studio topics, led by studio faculty, to improve studio practice.

GRD 8500 Studio Practice

CREDIT HOURS 3.0 - 9.0

PREREQUISITES GRD 8000

DESCRIPTION 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 HOURS 3.0

PREREQUISITES consent of the instructor and school director

DESCRIPTION Independent study. Contract outlining course content is required.

GRD 8999 Thesis Research

CREDIT HOURS 6.0 - 12.0

PREREQUISITES consent of thesis advisor

DESCRIPTION Preparation of thesis and graduate exhibition.

HA 8160 Introduction to the Health Care System

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS None

DESCRIPTION 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 and Ethics

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS None

DESCRIPTION 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 Economics and Financing

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS None

DESCRIPTION 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 Directed Readings in Health Administration

CREDIT HOURS 1.0 - 3.0

PREREQUISITES Consent of the instructor, good academic standing

DESCRIPTION

HA 8391 Health Administration Field Study

CREDIT HOURS 1.0 - 3.0

PREREQUISITES None

REQUIREMENTS None

DESCRIPTION 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 Executive Leadership in Health Care

CREDIT HOURS 3.0

PREREQUISITES HA 8160 or HA 8190

REQUIREMENTS None

DESCRIPTION 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 Environment of Health Care (Same as LGLS 8450.) Prerequisite: Consent of the instructor

CREDIT HOURS 3.0

REQUIREMENTS CSP: 1, 6

DESCRIPTION This corse 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 Resource Management in Health Care

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS None

DESCRIPTION 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 Healthcare Planning and Financial Management

CREDIT HOURS 3.0

PREREQUISITES HA 8160 or HA 8190 and MBA 8135

REQUIREMENTS CSP: 1, 2, 6

DESCRIPTION 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 Operations Management and Quality in Health Care

CREDIT HOURS 3.0

PREREQUISITES MBA 7025 or MATH 1070

REQUIREMENTS None

DESCRIPTION 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 and Integrated Health Systems

CREDIT HOURS 3.0

PREREQUISITES HA 8160 or HA 8190

REQUIREMENTS None

DESCRIPTION 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 Information Systems

CREDIT HOURS 3.0

PREREQUISITES MBA 7025

REQUIREMENTS CSP: 1, 2, 6

DESCRIPTION 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 Management and Delivery Systems

CREDIT HOURS 3.0

PREREQUISITES HA 8160

REQUIREMENTS None

DESCRIPTION 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 Services Research and Evaluation Methods

CREDIT HOURS 3.0

PREREQUISITES HA 8160 or HA 8190 and MBA 7025 or MATH 1070, and MBA 8125

REQUIREMENTS None

DESCRIPTION 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 8750 Predictive Analytics in Health Care

CREDIT HOURS 3.0

PREREQUISITES MBA 7025

REQUIREMENTS CSP 1, 2, and 3

DESCRIPTION This course introduces the techniques of predictive modeling and analytics in a datarich health care business environment. It covers the process of formulating business objectives, data selection, preparation, and partition to successfully design, build, evaluate and implement predictive models for a variety of health care applications. Predictive modeling tools such as classification and decision trees, neural networks, regressions, association analysis, cluster analysis, and others will be discussed in detail and applied to practical health care problems.

HA 8810 Administrative Residency and Survey I

CREDIT HOURS 3.0

PREREQUISITES Consent of the instructor

REQUIREMENTS None

DESCRIPTION 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 Administrative Residency and Survey II

CREDIT HOURS 3.0

PREREQUISITES Consent of the instructor

REQUIREMENTS None

DESCRIPTION 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 Management in Health Care

CREDIT HOURS 3.0

PREREQUISITES HA 8160 and HA 8190

REQUIREMENTS None

DESCRIPTION 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.

HHS 7660 Complementary and Alternative Therapies

CREDIT HOURS 3.0

DESCRIPTION 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.

HIST 6320 Metropolitan Atlanta

CREDIT HOURS 3.0

DESCRIPTION (Same as Geog 6768 and SOCI 6279.) Interdisciplinary perspective focusing on social, historical, and geographic processes which have shaped the Atlanta region.

HIST 6885 Special Topics in Heritage Preservation

CREDIT HOURS 3.0 - 4.0

DESCRIPTION Analysis of selected topics in public history or historic preservation such as cultural resource management historic site management, museum management or curatorial studies. May be repeated if topics differ.

HIST 6920 Oral History

CREDIT HOURS 4.0

DESCRIPTION Comprehensive introduction to oral history, its evolution, methodological and theoretical concerns, interviewing techniques, and applications.

HIST 6940 Administration and Use of Historical Archives

CREDIT HOURS 3.0

DESCRIPTION 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 Introduction to Historical Methods and Theory

CREDIT HOURS 4.0

DESCRIPTION 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 and Interpretations in American History

CREDIT HOURS 4.0

DESCRIPTION Study and discussion of important historical questions; introduction to the historiography of the field.

HIST 7020 Issues and Interpretations in European History

CREDIT HOURS 4.0

DESCRIPTION Study and discussion of important historical questions; introduction to the historiography of the field.

HIST 7030 Issues and Interpretations in World History

CREDIT HOURS 4.0

DESCRIPTION Study and discussion of important historical questions; introduction to the historiography of the field.

HIST 7040 Issues and Interpretation in Public History

CREDIT HOURS 3.0

DESCRIPTION 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 Introduction to Graduate Studies

CREDIT HOURS 1.0

DESCRIPTION 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 Introduction to Graduate Studies and Pedagogy in History

CREDIT HOURS 4.0

DESCRIPTION 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 HOURS 4.0

DESCRIPTION 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 Seminar in American Colonial and Revolutionary History

CREDIT HOURS 4.0

DESCRIPTION May be repeated if topics vary.

HIST 8020 Seminar in United States History in the Nineteenth Century

CREDIT HOURS 4.0

DESCRIPTION May be repeated if topics vary.

HIST 8025 U.S. Gilded Age and the Progressive Era

CREDIT HOURS 4.0

DESCRIPTION This graduate seminar engages scholarship about the social, cultural, political, and economic history of the United States during the years between Reconstruction and the economic crash of 1929. We will cover a range of topics, including race and ethnicity, class and economic ideologies, gender, domestic politics, foreign policy, and regional difference. We will also read and discuss a selection of important primary sources from this period.

HIST 8030 Seminar in United States History in the Twentieth Century

CREDIT HOURS 4.0

DESCRIPTION May be repeated if topics vary.

HIST 8035 US Legal & Constitutional History

CREDIT HOURS 4.0

DESCRIPTION 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 Seminar in U.S. Cultural and Intellectual History

CREDIT HOURS 4.0

DESCRIPTION May be repeated if topics vary.

HIST 8060 Seminar in the History of the South

CREDIT HOURS 4.0

DESCRIPTION Selected topics in the political, social, cultural, and economic history of the antebellum and postbellum South.

HIST 8065 History of Georgia

CREDIT HOURS 4.0

DESCRIPTION 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, womens 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 Seminar in African-American History

CREDIT HOURS 4.0

DESCRIPTION (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 in the International/Transnational History of the United States

CREDIT HOURS 4.0

DESCRIPTION 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 Seminar in Ancient History

CREDIT HOURS 4.0

DESCRIPTION Content alternates between Greece and Rome. May be repeated if topics vary.

HIST 8210 Seminar in Medieval History

CREDIT HOURS 4.0

DESCRIPTION Selected topics in the history of medieval Europe. May be repeated if topics vary.

HIST 8220 Seminar in Early Modern European History

CREDIT HOURS 4.0

DESCRIPTION Selected topics in the history of early modern Europe. May be repeated if topics vary.

HIST 8230 Seminar in Modern European History

CREDIT HOURS 4.0

DESCRIPTION Selected topics in the history of modern Europe. May be repeated if topics vary.

HIST 8250 Seminar in Russian History

CREDIT HOURS 4.0

DESCRIPTION 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 HOURS 4.0

DESCRIPTION Selected topics in the history of Germany. May be repeated if topics vary.

HIST 8254 Seminar in French History

CREDIT HOURS 4.0

DESCRIPTION Selected topics in the history of France. May be repeated if topics vary.

HIST 8260 Britain and the Early Modern World

CREDIT HOURS 4.0

DESCRIPTION The history of the early modern British Isles and their interaction with the wider world, with an emphasis on both historiography and the use of primary sources. Attention both to social and cultural changes within Britain (e.g. religion, civil war, gender, state power) and to contact with areas beyond the British Isles via imperialism, trade, and travel.

HIST 8270 Britain and the Modern World

CREDIT HOURS 4.0

DESCRIPTION Selected topics in the interconnected histories of the British Isles, the British Empire, and the wider world since the eighteenth century. May be repeated if topics vary.

HIST 8280 Seminar in European Cultural and Intellectual History

CREDIT HOURS 4.0

DESCRIPTION Selected topics in the cultural and intellectual histories of Europe. May be repeated if topics vary.

HIST 8400 Global Social Movements in Historical Perspective

CREDIT HOURS 4.0

DESCRIPTION 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 HOURS 4.0

DESCRIPTION Selected topics from African history. May be repeated if topics vary.

HIST 8420 Seminar in Latin American History

CREDIT HOURS 4.0

DESCRIPTION May be repeated if topics vary.

HIST 8430 Seminar in South Asian History

CREDIT HOURS 4.0

DESCRIPTION May be repeated if topics vary.

HIST 8440 Seminar in East Asian History

CREDIT HOURS 4.0

DESCRIPTION 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 Seminar in Middle Eastern History

CREDIT HOURS 4.0

DESCRIPTION May be repeated if topics vary.

HIST 8460 Seminar in Atlantic World History

CREDIT HOURS 4.0

DESCRIPTION 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 8510 Migration and Diaspora in Historical Perspective

CREDIT HOURS 4.0

DESCRIPTION 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 Introduction to Historic Preservation

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 of Historic Building Materials

CREDIT HOURS 3.0

DESCRIPTION Introduction to the theory and practice of building materials conservation, restoration, rehabilitation, and appropriate techniques for restoration and rehabilitation of historic structures.

HIST 8625 Politics of Preservation

CREDIT HOURS 3.0

DESCRIPTION Examines the cultural politics of historic preservation since the nineteenth century. This course examines social, cultural and economic conflicts over decisions about what buildings and sites to preserve, and how they should be interpreted by looking at sites ranging from historic houses and period rooms presented as museum installations to restored villages and communities to dramatic reuse of historic space for cultural tourism. This course also explores the contemporary politics of space and historical memory in Atlanta today.

HIST 8630 The American Built Environment

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION Planning tools for the identification and preservation of the historic environment. May be repeated if topics vary.

HIST 8645 Historic Resource Evaluation

CREDIT HOURS 3.0

DESCRIPTION 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 Historic American Landscapes and Gardens

CREDIT HOURS 3.0

DESCRIPTION American landscapes and gardens with respect to the social, cultural, historical, and geographic factors that influence their design and development.

HIST 8660 Case Study in International Preservation

CREDIT HOURS 4.0

DESCRIPTION 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 Preservation

CREDIT HOURS 3.0

DESCRIPTION (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 HOURS 1.0 - 15.0

PREREQUISITES consent of the department

DESCRIPTION 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 American Architectural History

CREDIT HOURS 3.0

DESCRIPTION Major themes in American architecture from European colonization to modernism. Selected architects, buildings, and vernacular traditions are examined.

HIST 8700 Case Studies in Historic Preservation

CREDIT HOURS 3.0

DESCRIPTION Research seminar in techniques of documentation and analysis of historic sites and districts.

HIST 8720 Museum Studies

CREDIT HOURS 3.0

DESCRIPTION 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 8725 History and Theory of Musems

CREDIT HOURS 3.0

DESCRIPTION This course offers an introduction to the social, cultural, and political history of museums and to museum studies as a theoretical and interpretive discipline. We will focus on the formation of the modern museum and emphasize the U.S. context. Museums have always been conceived as centers for the production and dissemination of knowledge, but what criteria and whose authority determine the categories museums include - categories like art, history, science, nature and civilization This course will explore these questions by looking at historical and theoretical discourse on museums in course readings and through our own investigation of museums through research and museum visits.

HIST 8730 Exhibit Planning and Production

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 8750 Public History Education Planning and Practice

CREDIT HOURS 3.0

DESCRIPTION This course is intended as an introduction to key theoretical, methodological, and practical issues related to creating public history programs for and with a wider public in a variety of contexts including museums, historic sites, festivals, community projects, and other public history contexts. Students will study best practices in interpretive planning and collaboration, theories of learning, program strategies, and assessment and evaluation techniques.

HIST 8760 Heritage Tourism

CREDIT HOURS 3.0

DESCRIPTION This course examines Heritage Tourism in the United States by looking at the cultural politics of marketing the past, exploring decisions made by local communities and national institutions about what histories to present to the public.

HIST 8770 Introduction to Digital History

CREDIT HOURS 3.0 - 4.0

DESCRIPTION This course offers an introduction to the theory and practice of digital humanities. Course content will address the long-term evolution of the historical craft from manuscript to print to digital culture, and explore how new electronic platforms reshape traditional approaches to narrative and argument for historians. Students will consider the ethical, legal, and intellectual concerns involved in using online tools and engaging broader audiences in scholarship. Training sessions bring in outside experts to help students learn to use technologies such as blogs, wikis, podcasts, and digital archives. The course is project-based, allowing students to experiment with different methods as they develop a unique project of digital history by the end of the semester.

HIST 8800 Directed Study in Public History

CREDIT HOURS 3.0

DESCRIPTION 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 Seminar in the History of Gender

CREDIT HOURS 4.0

DESCRIPTION (Same as WGSS 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 8885 Special Topics in Heritage Preservation

CREDIT HOURS 3.0 - 4.0

DESCRIPTION Analysis of selected topics in public history or historic preservation such as cultural resource management historic site management, museum management or curatorial studies. May be repeated if topics differ.

HIST 8890 Special Topics in History

CREDIT HOURS 3.0 - 4.0

DESCRIPTION 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 HOURS 1.0 - 4.0

DESCRIPTION For students preparing for field examinations. May be repeated for credit if topics vary.

HIST 8975 Study Abroad

CREDIT HOURS 3.0 - 4.0

DESCRIPTION Through international travel, students are given an opportunity to participate in on-site study of the historical, intellectual and cultural past of various societies. May be repeated for credit if topics vary.

HIST 8980 Non-Thesis Research

CREDIT HOURS 1.0 - 15.0

DESCRIPTION For graduate research assistant students who are completing the non-thesis track program. May be repeated if necessary.

HIST 8999 Thesis Research

CREDIT HOURS 1.0 - 15.0

DESCRIPTION May be repeated for credit if topics vary.

HIST 9010 Directed Research in the History of the Americas

CREDIT HOURS 1.0 - 4.0

PREREQUISITES consent of the Director of Graduate Studies

DESCRIPTION May be repeated for credit if topics vary.

HIST 9020 Directed Research in the History of Europe

CREDIT HOURS 1.0 - 4.0

PREREQUISITES consent of the Director of Graduate Studies

DESCRIPTION May be repeated for credit if topics vary.

HIST 9030 Directed Readings in the History of Asia, Africa or the Middle East

CREDIT HOURS 1.0 - 4.0

PREREQUISITES consent of the Director of Graduate Studies

DESCRIPTION May be repeated for credit if topics vary.

HIST 9999 Dissertation Research

CREDIT HOURS 1.0 - 15.0

DESCRIPTION May be repeated for credit if topics vary.

HADM 8100 Survey of Hospitality and Tourism

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1, 6

DESCRIPTION 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 8300 Hospitality International Field Research

CREDIT HOURS 3.0

PREREQUISITES HADM 8650

DESCRIPTION Students will conduct applied research on hospitality issues in an international setting selected for a study abroad trip for the Masters in Global Hospitality Management cohort.

HADM 8389 Directed Readings in Hospitality Administration

CREDIT HOURS 1.0 - 3.0

PREREQUISITES Consent of instructor, good academic standing

DESCRIPTION

HADM 8400 Financial Management Application in Hospitality Enterprises

CREDIT HOURS 3.0

REQUIREMENTS CSP: 1, 2, 6

DESCRIPTION This course presents an overview of finance issues pertain ing to the planning and development of hospitality properties. Forms of ownership, tax considerations, financing procedures and costs of capital, capital sources, leases, franchising, valuation of hospitality properties, financial statement analysis, pricing methods, sales analysis, and cash management strategies are covered.

HADM 8500 Economic and Cultural Impact of Travel and Tourism

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1, 6

DESCRIPTION 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 in the Hospitality Industry

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1, 2

DESCRIPTION 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 Service Industry

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1, 2, 6

DESCRIPTION This course provides an overview of the trends and current issues facing domestic and international foodservice enterprises. 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 i Hopspitality and Tourism

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1, 2

DESCRIPTION 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 Industry

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1, 6

DESCRIPTION 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 International Special Event Management

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1, 2

DESCRIPTION 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 HOURS 3.0

REQUIREMENTS CSP: 1,2,6,7

DESCRIPTION Prerequisites. Preequisite: RE 8030, RE 8050, HADM 8400, HADM 8700. 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.

ID 6250 Architectural Drawing III: Computer Aided Drafting and Design

CREDIT HOURS 2.0

PREREQUISITES consent of instructor

DESCRIPTION Computer aided two-dimensional drafting applications.

ID 6350 Architectural Drawing IV: Three-Dimensional Computer Aided Drafting and Design

CREDIT HOURS 2.0

PREREQUISITES consent of instructor

DESCRIPTION Computer aided three-dimensional drawing applications.

ID 6980 Directed Study

CREDIT HOURS 3.0 - 6.0

PREREQUISITES consent of instructor

DESCRIPTION For students not majoring in Interior Design. Individual research. May be repeated for a maximum of twelve credit hours.

ID 8000 Advanced Problems

CREDIT HOURS 3.0

DESCRIPTION May be repeated for a maximum of fifteen credit hours. For the M.F.A. Interior Design major.

ID 8400 Interdisciplinary Graduate Seminar

CREDIT HOURS 3.0 - 9.0

PREREQUISITES MFA status

DESCRIPTION For MFA students from all Art and Design majors. Readings, discussions, and engagement with advanced studio topics, led by studio faculty, to improve studio practice.

ID 8500 Studio Practice

CREDIT HOURS 1.0 - 6.0

PREREQUISITES consent of instructor

DESCRIPTION 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: Antiquities to the Nineteenth Century

CREDIT HOURS 3.0

PREREQUISITES consent of the instructor

DESCRIPTION Development of architecture, interiors, and the decorative arts.

ID 8930 Interior Design Internship

CREDIT HOURS 3.0

PREREQUISITES consent of the instructor

DESCRIPTION Supervised practicum in appropriate professional environments. May be repeated for a maximum of six credit hours.

ID 8980 Special Problems

CREDIT HOURS 3.0

PREREQUISITES consent of instructor and School director

DESCRIPTION Independent study. May be repeated for a maximum of six credit hours.

ID 8999 Thesis Research

CREDIT HOURS 1.0 - 6.0

PREREQUISITES consent of thesis advisor

DESCRIPTION Preparation of written thesis and graduate exhibition.

IB 5000 MIB Energizer Orientation

CREDIT HOURS 0.0

PREREQUISITES None

REQUIREMENTS All MIB students must enroll in IB 5000 in their first semester of enrollment

DESCRIPTION This course is for zero credit, and there is no charge. It is graded on a Satisfactory/Unsatis- factory basis. The schedule will show online. The objectives of the orientation program are: 1. To develop a sense of community and identify for the MIB students. 2. To begin the process of program planning and career planning, including intership details, community resources, mentor program. 3. To enhance cultural awareness through exercises and develop classroom skills through case study & team building exercises.

IB 8080 Legal Aspects of International Business

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS Students not enrolled in MIB must obtain instructor consent

DESCRIPTION This course addresses the business and legal issues of international business and commercial transactions. The course addresses types of international business transactions: import/export, distributorships, technology transfers, and foreign direct investment. The course also addresses the international regulation of trade and international dispute resolution. Students gain practical skills, including negotiating international contracts, working with overseas agents and partners, protecting intellectual property rights, and evaluating foreign markets for investment. Teaching methodologies vary and may include: hands-on work with international business documents, in-class problems and activities, case studies on foreign markets, contract negotiations, and guest speakers from consulates.

IB 8090 International Business Environment

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS None

DESCRIPTION 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 8092 Analyzing International Business Problems

CREDIT HOURS 3.0

PREREQUISITES None

DESCRIPTION The course reviews and applies the fundamental analytical frameworks in international and cross-cultural business. The course has a primary focus on models and decision support tools for making optimal decisions encountered by the firm in international market entry and expansion. The perspective is of the manager who integrates data, insights, and intelligence with decision making tools in order to arrive at rational choices in internationalization. Managerial decisions addressed in the course include: international market opportunity analysis; assessment of foreign market entry risk; international market research; cross cultural frameworks for analyzing customers; foreign location analysis; and others.

IB 8100 International Entrepreneurship

CREDIT HOURS 3.0

PREREQUISITES IB 8090 or consent of instructor

REQUIREMENTS None

DESCRIPTION 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 Doing Business in Emerging Markets

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS None

DESCRIPTION Emerging markets are rapidly developing and transitioning economies characterized by industrialization, urbanization and a growing middle class. This course explores the potential and challenges of emerging markets as compared with more developed economies and the less developed business environments. Focusing on how countries develop comparative and competitive advantages, the course covers the nature of institutions and growth factors, as well as the global trade and capital flows, that shape growth, risks and volatility in business environments today.

IB 8190 Doing Business in World Regions

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS None

DESCRIPTION In this course, you creatively adapt your business model to the peculiarities of foreign markets. You find that doing business in our focal world region of greater Asia involves a complex consideration of corporate strategy, local and regional environments, ever-changing consumer behaviors, competitor actions, and a host of other dynamics. The course will involve lecture and discussion of relevant concepts, individual and team presentations, and computer-based simulation of foreign market expansion.

IB 8389 Directed Readings in International Business

CREDIT HOURS 1.0 - 6.0

PREREQUISITES Consent of the instructor, good academic standing

DESCRIPTION

IB 8400 International Exchange Program Credit

CREDIT HOURS 1.0 - 6.0

PREREQUISITES Acceptance to a RCB International Exchange Program

REQUIREMENTS None

DESCRIPTION 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: Analysis of Regional International Business Practices

CREDIT HOURS 3.0 - 6.0

PREREQUISITES Consent of the respective program director

REQUIREMENTS None

DESCRIPTION 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 International Business Internship

CREDIT HOURS 1.0 - 6.0

PREREQUISITES Enrollment in MIB program; established language fluency in language of host country prior to approval for an internship; consent of Director of the Institute of International Business

REQUIREMENTS None

DESCRIPTION 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 8510 International Business Field Study

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS None

DESCRIPTION An experiential course giving students a supervised practical application of previously studied concepts in a real-world, international business situation. It provides students the opportunity to work directly with companies and/or startups in real-time, gaining hands-on experience. The central component of this course is the opportunity to work in a small, student consulting team to help domestic and/or foreign companies develop their international business strategy.

IB 8550 Special Topics in International Business

CREDIT HOURS 3.0

PREREQUISITES None-Students not enrolled in MIB must obtain instructor consent

REQUIREMENTS None

DESCRIPTION Students in this course will examine current issues of significance to internationalizing enterprises. A modular structure of the course enables treatment of such topics as global social responsibility, cross-cultural proficiency, competing with emerging market firms, and foreign market opportunity assessment.

IB 8600 International Management

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS None

DESCRIPTION This course focuses on the management of the multinational corporation (MNC). The main course objectives are to critically analyze specific managerial challenges and opportunities 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, information skills, cultural sensitivities).

IB 8620 Commercial Diplomacy

CREDIT HOURS 3.0

PREREQUISITES IB 8090 or permission of instructor

REQUIREMENTS CSP: 1, 2, 6, 7

DESCRIPTION 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 Business Negotiation

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS None

DESCRIPTION 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 Technology and Global Competition

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS None

DESCRIPTION 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 Management

CREDIT HOURS 3.0

DESCRIPTION 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 International Information Technology Issues and Policy

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1, 2, 4, 5, 6 (Same as CIS 8220)

DESCRIPTION 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 Policy and Strategy in the International Marketplace

CREDIT HOURS 3.0

PREREQUISITES IB 8090 and either ECON 8850 or ECON 8860; or consent of the instructor

REQUIREMENTS None

DESCRIPTION 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 9910 Seminar in International Business Theory

CREDIT HOURS 3.0

REQUIREMENTS CSP: 1, 2, 3, 4, 6, 7

DESCRIPTION This seminar provides doctoral candidates with a comprehensive overview of the field of international business. We address an eclectic assortment of theoretical and empirical approaches to the study of cross-border business. We explore interesting research questions raised by the interdisciplinary literature. An important objective is to familiarize participants with the evolution of thought in international business, theory of the MNC, and contemporary perspectives. Each participant is given an opportunity to frame and design potential research projects in the field.

IB 9920 Cultural Frameworks and Cross-Cultural Behavior

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1, 2, 3, 4, 6, 7

DESCRIPTION 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 Global Interorganizational Relationships

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1, 2, 3, 4, 6, 7

DESCRIPTION This seminar provides an in-depth review and analysis of inter-enterprise relationships in an international context, tracing key theoretical and empirical literature. Cross-border trading arrangements involve organizational actors from different cultural and institutional settings, necessitating the use of multiple theoretical perspectives to assess the complex structure and processes. Also discussed are contemporary forms of international business phenomena such as global supply chains, international strategic alliances, and other cross-border, enterprise arrangements.

KH 6280 Psychology of Physical Activity

CREDIT HOURS 3.0

DESCRIPTION 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 6480 Sport Organizational Behavior

CREDIT HOURS 3.0

DESCRIPTION For individuals entering into the sport and recreation industry, it is critical to understand the behavior of individuals and groups within sport organizations. Managers need to understand the people that work for them and the people for whom they work. They also need to know that the context and the type of organization influence the people within it. This course is intended to provide students with a comprehensive coverage of managing the most critical aspect of any organization: its employees.

KH 6560 Budgeting and Finances in Sports and Recreation

CREDIT HOURS 3.0

COREQUISITES ACCT 2101 and ECON 2105 or ECON 2106; or Consent of instructor

DESCRIPTION Students study budgetary theory and the process of planning as they relate to recreation and sports administration.

KH 6710 Graduate Practicum for Elementary Physical Education

CREDIT HOURS 3.0

PREREQUISITES Consent of Instructor

DESCRIPTION Graduate non T-4 students observe, assist, and/or instruct public school pre-K 12 classes in health and physical education under the supervision of a university supervisor. The practicum is in an elementary setting or other equivalent setting deemed appropriate by HPE faculty.

KH 6720 Graduate Practicum for Secondary Physical Education

CREDIT HOURS 3.0

PREREQUISITES Consent of Instructor

DESCRIPTION Graduate non T-4 students observe, assist, and/or instruct public school pre-K 12 classes in health and physical education under the supervision of a university supervisor. The practicum is in a secondary setting or other equivalent setting deemed appropriate by HPE faculty.

KH 6940 Workshop in Kinesiology and Health

CREDIT HOURS 1.0 - 3.0

REQUIREMENTS Workshop is graded as satisfactory/unsatisfactory

DESCRIPTION A minimum grade of "S" is required for this course. Students analyze the skills, strategies, materials, and methods of teaching in selected areas of health, physical education, recreation, and exercise science. (repeatable).

KH 6960 Seminar

CREDIT HOURS 3.0

PREREQUISITES consent of instructor

DESCRIPTION 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 Sport Management and Leadership

CREDIT HOURS 3.0

DESCRIPTION Students study the theories, procedures, and processes of management and leadership as they apply to sport organizations.

KH 7150 Development and Revenue Generation in Sport Business

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 Developing Teaching Skills for HPE/APE

CREDIT HOURS 3.0

DESCRIPTION This course is designed to introduce effective instructional, planning and classroom management skills for health and physical education for grades P-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 Advanced Teaching Skills in Health, Physical Education, and Adapted Physical Education

CREDIT HOURS 3.0

DESCRIPTION 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 Health and Physical Education

CREDIT HOURS 3.0

DESCRIPTION Contemporary instructional models for health and physical education are discussed. Includes theory, planning, and implementation for cooperative learning, personalized systems of instruction, and other effective models used in health and physical education. Course is online only.

KH 7260 Methods of Observation in Physical Education

CREDIT HOURS 3.0

DESCRIPTION This course is designed to acquaint learners with various models of observation commonly used in physical education. In addition several systematic observation data collection systems will be utilized as learners develop skills for self-supervision in physical education.

KH 7370 Foundations for Effective Portfolio Design

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION Students study the planning, design, equipment, maintenance, and utilization of physical education, athletic, fitness, and recreational facilities.

KH 7390 Technology in the Service of Learning in Health, Physical Education, and Adaptive Physical Education

CREDIT HOURS 3.0

DESCRIPTION Students will be orientated to the important role technology plays in the current Health/PE/APE educational settings; and will be encouraged to reflect about the impact of technology on their own teaching effectiveness.

KH 7400 Leadership and Advocacy in Health, Physical Education, and Adaptive Physical Education

CREDIT HOURS 3.0

DESCRIPTION This is a completely online course during which students will be introduced to leadership styles and theories that can be used in Health, Physical Education, and Adapted Physical Education settings. Students will learning about the demands for various leadership positions within the field and become familiar with strategic planning. Student will also learn about policy and legislation impacting the profession and develop strategies for advocacy and implement policy change.

KH 7410 Sport Marketing

CREDIT HOURS 3.0

PREREQUISITES one course in marketing

DESCRIPTION Students apply the principles of marketing and promotion to collegiate, professional, and recreational sports marketing.

KH 7420 Curriculum Development for Health, Physical Education, and Adaptive Physical Education

CREDIT HOURS 3.0

DESCRIPTION This is a completely online course during which students examine curriculum theory and contemporary curriculum models for health, physical education and adapted physical education. Students learn how to develop a standards-based curriculum for an inclusive K-12 HPE program.

KH 7440 Sport Communication and Media

CREDIT HOURS 3.0

DESCRIPTION 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 7460 Using Popular Culture to Reduce Youth Risk Behaviors

CREDIT HOURS 3.0

DESCRIPTION This course explores the six major adolescent health risk behaviors documented by the Youth Risk Behavior Survey (CDC), examines the direct and indirect relationship between risk behaviors and popular culture. Additionally, the course emphasizes how to use popular culture in teaching secondary health education.

KH 7470 Using Technology to Assess in Health, Physical Education, and Adapted Physical Education

CREDIT HOURS 3.0

DESCRIPTION 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 Development for Health, Physical Education, and Adapted Physical Education

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

PREREQUISITES Physiology of Exercise (KH 3650) or consent of instructor

DESCRIPTION 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 HOURS 3.0

PREREQUISITES Biomechanics (KH 3600) or consent of instructor

DESCRIPTION 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 Medicine

CREDIT HOURS 4.0

PREREQUISITES Anatomy in Kinesiology and Health (KH 2220) or consent of instructor

DESCRIPTION Orthopedic human anatomy and function are extensively examined. Cadaver dissection experiences are included.

KH 7580 Concepts of Orthopedic Rehabilitation

CREDIT HOURS 3.0

PREREQUISITES KH 7530 or consent of instructor

DESCRIPTION Current concepts and techniques utilized in orthopedic rehabilitation of activity-related injuries are presented and discussed.

KH 7610 Sport Law

CREDIT HOURS 3.0

DESCRIPTION Students apply law to selected aspects of education, commercial, and professional sports.

KH 7660 Practicum in Athletic Training

CREDIT HOURS 1.0 - 5.0

PREREQUISITES consent of instructor

REQUIREMENTS Course is graded as satisfactory/unsatisfactory

DESCRIPTION A minimum grade of "S" is required for this course. Students participate in a variety of professional activities related to the field of athletic training. These activities may include surgical observations, physician observations, attendance at professional meetings, and other related instructor approved activities. Practicum may extend beyond one term. (Repeatable).

KH 7662 Internship in Sports Management

CREDIT HOURS 1.0 - 6.0

PREREQUISITES consent of faculty adviser and consent of instructor

REQUIREMENTS Course is graded as satisfactory/unsatisfactory

DESCRIPTION A minimum grade of "S" is required for this course. Students receive practical administrative experience in a selected sport setting. Internship may extend beyond one term.

KH 7680 Sport Marketing Field Research

CREDIT HOURS 3.0

DESCRIPTION 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 in Sports Administration

CREDIT HOURS 1.0 - 3.0

REQUIREMENTS Course is graded as satisfactory/unsatisfactory

DESCRIPTION A minimum grade of "S" is required for this course. Students gain practical experience in sports marketing, sports information, coaching, or related areas of sports administration through a supervised experience in an appropriate sport setting. Practicum may extend beyond one term.

KH 7710 Practicum in Exercise Science

CREDIT HOURS 1.0

PREREQUISITES Completion of all course work (except KH 7750) and permission of instructor

REQUIREMENTS Students must pass a standardized exit exam to complete this requirement

DESCRIPTION A minimum grade of "S" is required for this course.

KH 7750 Internship in Exercise Science

CREDIT HOURS 6.0

PREREQUISITES KH 4350, KH 4360, KH 4630, KH 7500

REQUIREMENTS Course is graded as satisfactory/ unsatisfactory

DESCRIPTION A minimum grade of "S" is required for this course. Provides students with practical experience in a specific area of professional interest such as corporate fitness/work site health promotion, cardiac rehabilitation, hospital- based wellness, community or commercial fitness, etc. A total of 250 contact hours must be completed. Internship may extend beyond one term.

KH 7780 Drug Use Prevention and Intervention

CREDIT HOURS 3.0

DESCRIPTION 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 Current Issues in School Health and Physical Education

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 1.0 - 6.0

PREREQUISITES consent of instructor

REQUIREMENTS A directed reading may extend beyond one term

DESCRIPTION Course is graded as satisfactory /unsatisfactory. A minimum grade of "S" is required for this course. 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. (Repeatable).

KH 7850 Introduction to Action Based Research for Health, Physical Education and Adapted Education

CREDIT HOURS 3.0

DESCRIPTION Students will learn about evidence-based practice and action research in health, physical education and adapted physical education. The course leads to the development of an action research project in the students school to be completed in KH 7870.

KH 7855 Instructional Assessment and Program Evaluation in Health, PE and Adapted PE

CREDIT HOURS 3.0

DESCRIPTION Students will be exposed to a variety of assessment instruments for evaluating motor skill performance, physical fitness and behavior and social competence. Students will use these instruments and gain experience translating assessment data into evidence based practice for program evaluation, curriculum planning and differentiated and individualized instruction.

KH 7870 Action Research Project Health, Physical Education and Adapted Education

CREDIT HOURS 3.0

PREREQUISITES KH 7850

DESCRIPTION Students will complete an action research project in their schools based on their approved proposal in KH 7850.

KH 7975 Seminar for Graduate Assistants

CREDIT HOURS 3.0 - 18.0

REQUIREMENTS Course is graded as satisfactory/unsatisfactory

DESCRIPTION A minimum grade of "S" is required for this course. 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. (Repeatable).

KH 7990 Master's Thesis

CREDIT HOURS 1.0 - 6.0

PREREQUISITES consent of adviser

REQUIREMENTS The master's thesis is graded as satisfactory/unsatisfactory

DESCRIPTION A minimum grade of "S" is required for this course. Master's-level students in exercise science or sports medicine conduct research and complete a formal thesis. Research may extend beyond one term.

KH 8265 Therapeutic Modalities in Orthopedic Rehabilitation

CREDIT HOURS 2.0

PREREQUISITES KH 7530, KH 7580, KH 8300 or consent of instructor

DESCRIPTION Current theories and practices in therapeutic modality usage in the treatment and management of orthopedic injuries are considered.

KH 8270 Advanced Topics in Exercise Physiology

CREDIT HOURS 3.0

PREREQUISITES KH 7500 and CHEM 6600 or consent of instructor

DESCRIPTION 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. (Repeatable).

KH 8300 Orthopedic Basis of Injury

CREDIT HOURS 3.0

PREREQUISITES KH 7530 and KH 7580, or consent of instructor

DESCRIPTION Students receive advanced theoretical and applied experiences in preventing, evaluating, and treating activity related-injuries. Several approaches to evaluation and management are discussed.

KH 8350 Supervision in Instructional Settings

CREDIT HOURS 3.0

DESCRIPTION Provides education and training in the skills, knowledge and attitudes needed by a student teacher supervisor, mentor, and coach.

KH 8375 Functional Anatomy for Exercise Science

CREDIT HOURS 3.0

DESCRIPTION Students in this course will develop in-depth knowledge of human anatomy and its application to exercise science. Particular emphasis will be placed on skeletal muscle and bone anatomical structure, joint kinematics, and their application to exercise science and movement.

KH 8380 Laboratory Methods in Exercise Physiology

CREDIT HOURS 3.0

DESCRIPTION Techniques and procedures for measuring acute responses and chronic adaptations to physical activity and exercise. Students will gain an understanding of the underlying principles of measurement technology, calibration, operation, and maintenance of equipment, and principles of accurate and reliable physiological assessment. Students will also have the opportunity for practical experience performing assessments such as resting metabolic rate, fuel utilization, maximal oxygen consumption, pulmonary function, blood lactate and glucose responses to exercise, body composition, and/or others.

KH 8385 Obesity and Related Diseases

CREDIT HOURS 3.0

PREREQUISITES Clinical Exericse Physiology (KH 4360) or consent of the instructor

DESCRIPTION Students in this course will develop in-depth knowledge of standardized body composition assessments, obesity and related chronic diseases, including diabetes, inflammatory diseases, hypertension, energy balance, lipid and lipoprotein profiles and healthy lifestyle choices for disease management. They will also develop practical skill in assessing body composition and obesity, and selecting and maintaining healthy lifestyle choices. (KH 8385 may be cross-listed with KH 4380).

KH 8410 Classroom Management Theory and Strategy in Health, Physical Education and Adapted Physical Education

CREDIT HOURS 3.0

DESCRIPTION This is a completely online course during which students will discuss various classroom management theories and strategies; and will have the opportunity to implement classroom management fundamental concepts in authentic Health/PE/APE teaching situations.

KH 8420 Comprehensive School Physical Activity Programs

CREDIT HOURS 3.0

DESCRIPTION This is a completely online course during which students will learn how to develop, implement and assess Comprehensive School Physical Activity Programs.

KH 8550 Sport and Movement Studies for Athletes with Disabilities

CREDIT HOURS 3.0

DESCRIPTION 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 Activity Interventions and Behavior Change

CREDIT HOURS 3.0

PREREQUISITES KH 6280 or consent of instructor

DESCRIPTION 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 in Physical Education

CREDIT HOURS 3.0

PREREQUISITES Approval of instructor

DESCRIPTION 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 in Physical Education

CREDIT HOURS 3.0

PREREQUISITES Approval of instructor

DESCRIPTION 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 for Physical Education

CREDIT HOURS 3.0

PREREQUISITES Approval of instructor

DESCRIPTION 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 8640 Lab Techniques for Sports Medicine

CREDIT HOURS 3.0

DESCRIPTION This course provides an introduction to techniques used in collecting and analyzing data for research in sports medicine. Course meetings will consist of both lecture and laboratory sessions for which students will collect, analyze, and interpret data. Students will submit a scientific report on the results of in-class laboratory activities.

KH 8650 Physical Education for Students with Developmental, Physical, and Sensory Disabilities

CREDIT HOURS 3.0

DESCRIPTION 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 8655 Inclusion Through Disability Sport

CREDIT HOURS 3.0

DESCRIPTION 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 8665 Assessment and Curriculum Development for Students with Disabilities

CREDIT HOURS 3.0

DESCRIPTION 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 8680 International Experience in Sport and Exercise Science

CREDIT HOURS 3.0

DESCRIPTION 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 Instructional Supervision and Teacher Development in Physical Education

CREDIT HOURS 3.0

PREREQUISITES Approval of instructor

DESCRIPTION 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 in Physical Education Instruction and Teacher Education

CREDIT HOURS 3.0

PREREQUISITES Approval of instructor

DESCRIPTION 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 8695 Grant Writing and Fundraising in Health, PE, and APE

CREDIT HOURS 3.0

DESCRIPTION This class will introduce students to various types of grants and fundraising in health, physical education, and adapted physical education for K-12 schools. Students will be exposed to strategies needed to secure funding for K-12 programs.

KH 8770 Advanced Topics in Exercise Physiology: Neuromuscular Physiology

CREDIT HOURS 3.0

PREREQUISITES KH 7500

DESCRIPTION This course is designed to develop advanced knowledge by critically evaluating research literature on specific topics in neuromuscular physiology. Discussion and research presentations are required as students review topics such as muscle fiber type plasticity, motor unit recruitment, skeletal muscle mechanics, exercise-induced muscle injury and fatigue, and skeletal muscle adaptation to exercise.

KH 8771 Advanced Topics in Exercise Physiology: Cardiovascular Physiology

CREDIT HOURS 3.0

PREREQUISITES KH 7500 or consent of instructor

DESCRIPTION The objective of the course is to provide students with an in-depth understanding of the cardiovascular system. The central theme of the course will focus on the idea that arterial pressure is the regulated variable of the cardiovascular system. Topics in this course will include (but are not limited to): 1) baroreflex control of arterial pressure at rest and during exercise, 2) autonomic control of heart rate and the peripheral vasculature, 3) mechanisms of sweating, skin blood flow, and human thermoregulation, 4) mechanisms underlying the cardiovascular response to dynamic exercise, 5) regulation of blood flow and CO at rest and during exercise, and 6) cardiovascular responses to chronic physical activity and inactivity. Major emphasis in this class will be placed on reading the primary research literature and discussing/understanding the experimental data.

KH 8772 Advanced Topics in Exercise Physiology: Bioenergetics

CREDIT HOURS 3.0

PREREQUISITES KH 7500 or consent of instructor

DESCRIPTION This course is designed to develop advanced knowledge by synthesizing existing research literature on selected topics in exercise bioenergetics. Discussion and research presentations are required as students review such topics as metabolism and exercise, bioenergetics, energy transfer, exercise and physical training.

KH 8773 Advanced Topics in Exercise Physiology: Chronic Disease and Myopathies

CREDIT HOURS 3.0

PREREQUISITES KH 7500 or consent of instructor

DESCRIPTION This course will be centered on the American College of Sports Medicine initiative Exercise is Medicine. Delivered in seminar-style format, we will discuss the development and symptoms of various disease states or chronic conditions (HIV, congestive heart failure, diabetes, muscular dystrophy, cancer, inactivity, obesity, etc.). While traditional medical treatments will be considered, the true focus of this course will be to explore the impact that exercise, as well as physical inactivity, have on each condition. Students will read current literature, and deliver presentations to the class.

KH 8780 Biomechanics of Sports Medicine

CREDIT HOURS 3.0

DESCRIPTION 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 in Sports Medicine

CREDIT HOURS 2.0

PREREQUISITES KH 7530, KH 7580, KH 8300, and consent of instructor

REQUIREMENTS Course is graded as satisfactory/unsatisfactory

DESCRIPTION A minimum grade of "S" is required for this course. Students formulate and conduct a research project in the area of sports medicine. Course may extend beyond one term. (Repeatable).

KH 8825 Research Design

CREDIT HOURS 3.0

DESCRIPTION This course is designed to help students understand how to select topics, design research protocols and complete research prospectus in the area of kinesiology.

KH 8830 Motion Analysis

CREDIT HOURS 3.0

DESCRIPTION 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 8850 Instrumentation in Biomechanics

CREDIT HOURS 3.0

PREREQUISITES KH 7510, PHYS 1111K, and MATH 1220

DESCRIPTION Instrumentation used for motion analysis and biomechanics, including optoelectronic camera systems, force platforms, and electromyography, along with techniques for data collection and signal processing.

KH 8870 Biomechanics of Orthopedic Injuries

CREDIT HOURS 3.0

PREREQUISITES KH 7510 or consent of instructor

DESCRIPTION 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 in Sports Medicine

CREDIT HOURS 3.0

DESCRIPTION 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 9280 Advanced Topics in Exercise Psychology

CREDIT HOURS 3.0

PREREQUISITES KH 6280 or consent of instructor

DESCRIPTION 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 9290 Current Topics in Sport Administration

CREDIT HOURS 3.0

DESCRIPTION The course will familiarize students with the current topics, trends, and research in the sport industry. Specifically, students will be able to examine the current trends in both practice and theory to identify gaps in the literature and content for exploration in practice.

KH 9520 Advanced Exercise Physiology: Energy Metabolism

CREDIT HOURS 3.0

PREREQUISITES CHEM 6610 and consent of instructor

DESCRIPTION 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 Advanced Exercise Physiology: Cardiorespiratory

CREDIT HOURS 3.0

PREREQUISITES 15 hours of university residency or consent of instructor

DESCRIPTION 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 Advanced Exercise Physiology: Myocellular

CREDIT HOURS 3.0

PREREQUISITES CHEM 6610

DESCRIPTION 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 of Human Locomotion

CREDIT HOURS 3.0

PREREQUISITES KH 7510 or consent of instructor

DESCRIPTION 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 9570 Advanced Theory in Sport Administration

CREDIT HOURS 3.0

DESCRIPTION The sport administration discipline is broad and grounded in classic management, marketing, communication, ethical, financial, and legal theory. This course is intended to provide students with comprehensive coverage of the development of sport administration theory, both in its history and the contemporary sport specific theories that are adopted and tested today.

KH 9610 Sport Consumer Behavior

CREDIT HOURS 3.0

DESCRIPTION This course is intended to provide students with comprehensive coverage of sport spectator consumer behavior with an emphasis on theory development, review of research, and marketing applications. Various models and paradigms relevant to sport spectator consumption behavior will be examined.

KH 9660 Analysis of Teaching Physical Education

CREDIT HOURS 3.0

PREREQUISITES Approval of instructor

DESCRIPTION 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 in Physical Education

CREDIT HOURS 3.0

PREREQUISITES Approval of instructor

DESCRIPTION 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 9680 Internship in Adapted Physical Activity (APA)

CREDIT HOURS 1.0 - 3.0

DESCRIPTION This course was created to provide structure and professional development for students completing their Ph.D. in Kinesiology with a concentration in Physical Education Teacher Education with a cognate in Adapted Physical Education within the Department of Kinesiology and Health. This course is designed to provide intensive experiences for students to work with individuals with disabilities in sport, physical education and recreation settings under the supervision of a faculty member. The goal of the course is to give doctoral students an opportunity to continue to develop practical skills working with individuals with disabilities. In so doing students bring real life experiences with them to their college classroom and will continue to be connected to the issues professionals face while working with students with disabilities in sport and educational settings. This understanding will lead to better collaborations between schools, not-for-profit agencies and institutions of higher education and increased advocacy for students with disabilities at all levels. (Repeatable).

KH 9820 Research in Kinesiology

CREDIT HOURS 1.0 - 6.0

PREREQUISITES consent of instructor

REQUIREMENTS Course is graded as satisfactory/unsatisfactory

DESCRIPTION A minimum grade of "S" is required for this course. Prior to registration, the student must submit a proposal (including goals and objectives, research activities and expected outcomes, and evaluation criteria) to his or her Doctoral Advisory Committee. The student works under the direct guidance of a faculty member to develop and apply research skills in sport science. Research activities may include learning and implementing relevant research techniques as well as designing, conducting, and presenting an original research study. Research may extend beyond one term. (Repeatable).

KH 9830 Research on Teaching and Learning in Physical Education

CREDIT HOURS 3.0

PREREQUISITES Approval of instructor

DESCRIPTION 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 Advanced Research Seminar in Kinesiology

CREDIT HOURS 1.0 - 4.0

DESCRIPTION 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 HOURS 1.0 - 18.0

REQUIREMENTS Course is graded as satisfactory/unsatisfactory

DESCRIPTION A minimum grade of "S" is required for completion of the 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. (Repeatable).

EDLA 6550 Principles of English Instruction

CREDIT HOURS 3.0

COREQUISITES EDCI 6600

DESCRIPTION Students examine instructional procedures, teaching strategies, technology, and evaluation procedures for middle and secondary school English.

EDLA 7150 Children's and Adolescents' Literature

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 and Pedagogy in the Study of Literature

CREDIT HOURS 3.0

DESCRIPTION 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 and Pedagogy in the Study of Writing

CREDIT HOURS 3.0

DESCRIPTION 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 and Pedagogy in the Study of the English Language

CREDIT HOURS 3.0

DESCRIPTION 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 and Pedagogy of English Instruction

CREDIT HOURS 3.0

PREREQUISITES EDLA 6550

DESCRIPTION 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 Language Foundations of Literacy Learning: From Acquiring Oral Language to Reading Words

CREDIT HOURS 3.0

DESCRIPTION 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 Social, Cultural, and Political Contexts Shaping Early Literacy Instruction

CREDIT HOURS 3.0

DESCRIPTION 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 and Learning

CREDIT HOURS 3.0

DESCRIPTION Restricted to Ed.D. or Ph.D. 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.

LATN 6103 Seminar in Latin Poetry

CREDIT HOURS 3.0

DESCRIPTION

LATN 6104 Seminar in Latin Prose

CREDIT HOURS 3.0

DESCRIPTION

LATN 6135 Vergil

CREDIT HOURS 3.0

DESCRIPTION Readings from the Georgics, Ecloques, and Aeneid: analysis of the poet's vision.

LAW 5000 Civil Procedure I

CREDIT HOURS 3.0

DESCRIPTION An introduction to the basic concepts of the law of civil procedure as a foundation for advanced study in both civil procedure and other areas of substantive law. It provides the student with an overview of procedure in a civil action and examines in detail the traditional bases of in personam, in rem, and quasi in rem jurisdiction of state and federal courts; the constitutional mandate of due process as it relates to notice of actions and the opportunity to be heard in them; federal question and diversity jurisdiction in the federal courts; venue of actions; modern systems of pleading and their historical antecedents, including the complaint, the answer, challenges to the pleadings, amendments, and the joinder of claims and parties.

LAW 5001 Civil Procedure II

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION Second semester continuation of Contracts I.

LAW 5020 Criminal Law

CREDIT HOURS 3.0

DESCRIPTION An examination of the common law origins and modern day codification of the criminal law and defenses thereto.

LAW 5030 Legal Bibliography

CREDIT HOURS 1.0

DESCRIPTION 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

CREDIT HOURS 4.0

DESCRIPTION An introductory investigation of the 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 acquisition of property rights, doctrine of estates, private restrictions on land use, and modern landlord-tenant relations.

LAW 5060 Torts

CREDIT HOURS 4.0

DESCRIPTION The study of non-contractual civil wrongs for which the law provides a remedy. The course covers negligence, intentional torts, and other theories of liability as prescribed by the instructor.

LAW 5070 Lawyering: Foundations I

CREDIT HOURS 3.0

DESCRIPTION Provides students with foundational skills training through multiple practice-focused assignments and exercises. Students will learn and practice skills in critical reading, problem-solving, legal analysis, and effective written and oral communication, while simultaneously receiving exposure to legal documents and instruments they will likely encounter in their legal careers. While this class focuses heavily on teaching legal writing, requiring students to draft several objective and persuasive documents, students will also participate in oral arguements, client/witness interviews and office meetings.

LAW 5071 Lawyering: Foundations II

CREDIT HOURS 3.0

DESCRIPTION Continuation of Lawyering: Foundations I.

LAW 6000 Constitutional Law I

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 4.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION This course focuses on the development of professional identity, ethical decision making, and the role of lawyers in society, and covers confidentiality, conflicts of interest, and the interpretation of the rules of professional conduct. As prescribed by the instructor, the course may also include discussion of other topics such as bar admission, attorney discipline, malpractice, ineffective assistance of counsel in criminal cases, judicial ethics, fees, advertising, solicitation and the ethics of the adversary system. LAW 6020 must be taken before or concurrently with LAW 6030.

LAW 6021 Transition to Practice

CREDIT HOURS 6.0

DESCRIPTION This limited enrollment course provides an accelerated transition to the practice of law for students in the midpoint of their law school experience by teaching fundamental knowledge, skills and values needed to begin a legal career in a wide variety of settings. Students will learn how to handle a case from initial client meeting through conclusion of representation, first with a simulated case using online case management software and in-class role plays, and then by representing actual domestic violence victims to obtain orders of protection from in Superior Court. Students will also learn about managing a law firm through both instruction and fieldwork with a private attorney working in an area of interest to them. Students will become competent in interpreting and applying the Georgia Rules of Professional Conduct in real-life situations and will understand the attorney discipline system in Georgia as well as basic common law principles arising from malpractice and attorney disqualification decisions. Significant differences between the Georgia and ABA Model Rules of Professional Conduct will be covered. The course satisfies the Professional Responsibility requirement.

LAW 6022 The Client Relationship

CREDIT HOURS 3.0

DESCRIPTION In this course, students will learn how to develop effective and ethical relationships with clients, become competent in recognizing moral dilemmas in real life situations encountered by lawyers, and begin to acquire the professional judgment necessary to resolve the kind of complex problems that arise in legal practice. Students will become skilled in interpreting and applying the Georgia Rules of Professional Conduct and will understand the attorney discipline system in Georgia as well as basic common law principles arising from malpractice and attorney disqualification decisions. Significant differences between the Georgia and ABA Model Rules of Professional Conduct will be covered. Students will regularly perform lawyering exercises that develop client relationship skills and ethical decision making. They will write one or more papers that apply what they have learned to analyze videotaped lawyer-client meetings and propose what they would have done in the situation. There will also be short quizzes and/or a final examination. This course satisfies the Professional Responsibility requirement. Enrollment limited to 48.

LAW 6030 Lawyering: Advocacy

CREDIT HOURS 3.0

PREREQUISITES LAW 6010

DESCRIPTION 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 6040 Landlord-Tenant Mediation Clinic I

CREDIT HOURS 1.0 OR 3.0

DESCRIPTION This is a full academic year, two-semester clinic. Students must enroll in both the fall and spring semesters. Second- and third-year students may apply. Please see http://law.gsu.edu/landlord-tenant-mediation-clinic/ for information.

LAW 6041 Landlord-Tenant Mediation Clinic II

CREDIT HOURS 3.0

DESCRIPTION Continuation of LTMC I. Students must take both I and II.

LAW 6050 Capital Defenders Clinic I

CREDIT HOURS 3.0

DESCRIPTION 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 Defenders Clinic II

CREDIT HOURS 3.0

DESCRIPTION See Course Description for LAW 6050, Capital Defenders Clinic I.

LAW 6090 HeLP Legal Services Clinic I

CREDIT HOURS 4.0

REQUIREMENTS 2.30 GPA

DESCRIPTION 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 HOURS 4.0

PREREQUISITES 2.30 GPA and LAW 6090

DESCRIPTION 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 6092 Prerequisite: 2.3 GPA

CREDIT HOURS 3.0

DESCRIPTION The Olmstead Disability Rights Clinic is a year-long off-site clinic taught in partnership with the Atlanta Legal Aid Societys Disability Integration Project. The clinic focuses on advocacy arising out of the United States Supreme Courts Olmstead decision. Classroom meetings and materials will cover four main areas: (1) advocacy and litigation skills; (2) substantive law relating to the rights of people with disabilities; (3) current Georgia issues and (4) case rounds to discuss the cases and issues students work on in their client advocacy. Students will represent individual clients in Olmstead related advocacy and perform community education. Grading is pass/fail.

LAW 6093 Olmstead Disability Rights Clinic II (3)

CREDIT HOURS 3.0

PREREQUISITES LAW 6092 and 2.3 GPA

DESCRIPTION This clinic is a continuation of Olstead Disability Rights Clinic I. Grading is pass/fail.

LAW 7005 Accounting for Lawyers

CREDIT HOURS 2.0 - 3.0

DESCRIPTION This course is designed to develop a robust knowledge of the interplay of accounting, finance, and the markets in the practice of trial and transactional law. The student will apply that knowledge in a series of case studies requiring one to prepare and deconstruct financial statements, draft and interpret contracts, prepare and critique business valuations, and build and challenge liability and damages models. Instructors permission to enroll is required for students who hold graduate degrees in accounting or finance, or are MBAs, CPAs, CFAs or the equivalent.

LAW 7006 Access to Justice: Law Reform I

CREDIT HOURS 2.0 OR 3.0

DESCRIPTION This course is the first component of a year-long course. Students who enroll in Access to Justice: Law Reform I must also enroll in Access to Justice: Law Reform II (LAW 7007) in the succeeding semester. During the first semester of the course, students will learn about the workings of the civil and criminal justice systems as they operate in Fulton and/or Dekalb County, focusing on the experience of low-income individuals. They will identify a specific access to justice problem and work in teams to research and produce a thorough description of the problem. Enrollment is limited and students must obtain the permission of the instructor(s) prior to registering for this course.

LAW 7007 Access to Justice: Law Reform II

CREDIT HOURS 2.0 OR 3.0

DESCRIPTION This course is the second component of a year-long course. Students enrolling in Access to Justice: Law Reform II must also enroll in Access to Justice: Law Reform I (LAW 7006) in the preceding semester. During the second semester, students will engage in further research of the access to justice problem they identified in part I of the course and propose a solution to the problem. Enrollment is limited and students must obtain the permission of the instructor(s) prior to registering for this course.

LAW 7010 Administrative Law

CREDIT HOURS 2.0 - 3.0

PREREQUISITES LAW 6000 is recommended but not required.

DESCRIPTION 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 HOURS 1.0 - 3.0

PREREQUISITES LAW 6000

DESCRIPTION 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 HOURS 2.0 - 3.0

DESCRIPTION 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 Wrongful Convictions

CREDIT HOURS 2.0 - 3.0

DESCRIPTION This course provides an opportunity to study systemic errors in the criminal justice system that lead to the conviction of innocent people. Topics include: (1) the factors that contribute to wrongful convictions including eyewitness misidentification, false confessions, ineffective assistance of counsel, jailhouse informants, police and prosecutorial misconduct, junk science, and forensic fraud, (2) potential reforms that could be implemented to guard against the conviction of the innocent, (3) legal and philosophical problems related to the concept of innocence, and (4) legal doctrine and case law addressing claims of innocence and regulating access to post-conviction relief.

LAW 7031 Advanced Criminal Litigation

CREDIT HOURS 2.0 - 3.0

PREREQUISITES LAW 6000 and LAW 6030

DESCRIPTION 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 HOURS 2.0 - 3.0

PREREQUISITES LAW 6010

DESCRIPTION Limited to 14 students. 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 HOURS 2.0 - 3.0

DESCRIPTION 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 Advanced Issues in Trial Advocacy Seminar

CREDIT HOURS 2.0 - 3.0

PREREQUISITES LAW 6010 and LAW 6030

DESCRIPTION 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 7049 Advanced Strategies in Legal Argument

CREDIT HOURS 3.0

DESCRIPTION In this course, students will learn to identify, understand, and replicate advanced strategies in legal argument, including advanced strategies for drafting statements of fact, presenting law, and making legal arguments. This course will sharpen the way students think, write, and speak about law on behalf of their clients.

LAW 7050 Advanced Legal Research

CREDIT HOURS 2.0 - 3.0

DESCRIPTION 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 HOURS 2.0 - 3.0

DESCRIPTION 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 7052 Lawyering: Practice-Ready Writing

CREDIT HOURS 3.0

PREREQUISITES LAW 6030

DESCRIPTION This course is a third-year simulation-based advanced writing course, focusing on communication for law practice. The course follows a law firm model in which students handle multiple mock transactional and litigation cases from initial client intake through resolution, drafting applicable documents throughout the representation. The course will reinforce foundational professional skills as students "practice" being a lawyer. Limited to 12 students.

LAW 7060 Alternative Methods of Dispute Resolution (ADR)

CREDIT HOURS 2.0 - 3.0

DESCRIPTION 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 Advanced Alternative Dispute Resolution

CREDIT HOURS 2.0 - 3.0

DESCRIPTION LAW 7060. Limited enrollment. An advanced study of the mechanisms that provide alternatives to litigation, with a focus on the design and development of dispute resolution systems within organizations and within other contexts. The course will examine the field of dispute systems design within its historical and legal contexts with a focus on potential advantages and disadvantages of these types of systems. Students will also be provided with a practical framework to apply dispute systems design and other advanced ADR concepts in specific situations and will study employment dispute resolution programs, consumer dispute resolution programs, early case assessment, and other conflict management trends.

LAW 7062 Mediation: Law and Practice

CREDIT HOURS 2.0 - 3.0

DESCRIPTION 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 American Constitutional History

CREDIT HOURS 2.0 - 3.0

DESCRIPTION A study of the history of the United States Constitution and the role of the Supreme Court in constitutional adjudication.

LAW 7064 Animal Law

CREDIT HOURS 2.0 OR 3.0

DESCRIPTION This course considers the developing area of animal law and the broad spectrum of statutory, administrative, and case law that animal law encompasses. The course will focus the ways animal law intersects with other, well-established areas of law. Selected topics include the study of standing and justiciability issues, difficulties associated with defining the term animal, torts committed both by and against animals, animals in sports and entertainment, and federal statutes, such as the Endangered Species Act and the Animal Welfare Act.

LAW 7065 Antitrust Law

CREDIT HOURS 2.0 - 3.0

DESCRIPTION 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 HOURS 1.0

DESCRIPTION Minimum grade of C+ in the RWA sequence, and a passing grade in Legal Bibliography are required for Moot Court Board candidacy. 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.

LAW 7076 Appellate Advocacy II

CREDIT HOURS 1.0

DESCRIPTION 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 HOURS 2.0 - 3.0

DESCRIPTION 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 and Entertainment Law

CREDIT HOURS 2.0 - 3.0

DESCRIPTION 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 Advanced Bankruptcy Reorganization

CREDIT HOURS 2.0 - 3.0

PREREQUISITES LAW 7091, LAW 7095 and LAW 7395

DESCRIPTION

LAW 7091 Basic Bankruptcy

CREDIT HOURS 2.0 - 3.0

DESCRIPTION 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 and Tax Seminar

CREDIT HOURS 2.0 - 3.0

DESCRIPTION Prequisite: 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 7094 Bankruptcy Assistance and Pratice Program I

CREDIT HOURS 3.0

PREREQUISITES LAW 7091 or LAW 7176, and a cumulative GPA of 2.30

DESCRIPTION A collaborative course that brings students together with bankruptcy judges and attorneys. Partnered with a local bankruptcy practitioner, and working under the third year practice act, students will handle consumer bankruptcy cases from client intake through a Chapter 7 discharge and Chapter 13 plan confirmation. Students will participate in client counseling, creditor negotiations, bankruptcy court litigation, and other fundamental aspects of a bankruptcy case. The course consists of two components: the practical component and a classroom component. The classroom component will meet once each week throughout the semester. This course does NOT count against the maximum number of clinical hours that students may count toward graduation.

LAW 7095 Basic Federal Taxation I

CREDIT HOURS 2.0 - 3.0

DESCRIPTION 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 Taxation II

CREDIT HOURS 2.0 - 3.0

DESCRIPTION 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 7097 Bankruptcy Assistance and Pratice Program II

CREDIT HOURS 3.0

PREREQUISITES LAW 7094

DESCRIPTION Continuation of Bankruptcy Assistance and Pratice Program I.

LAW 7098 Biotechnology Law, Policy and Ethics

CREDIT HOURS 2.0 - 3.0

DESCRIPTION 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 HOURS 2.0 - 3.0

DESCRIPTION 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 Associations

CREDIT HOURS 2.0 - 3.0

DESCRIPTION An introduction to the statutory framework and common planning problems for closely held businesses like partnerships, limited liability companies, limited partnerships and other non-corporate business entities. In hands-on simulations, students work with opposing counsel and co-counsel teams to negotiate and draft complex agreements throughout the semester.

LAW 7101 Corporations

CREDIT HOURS 2.0 - 3.0

DESCRIPTION A survey of the state and federal laws governing the formation and operation of corporations.

LAW 7102 Transaction Assistance and Practice Program

CREDIT HOURS 2.0 OR 3.0

PREREQUISITES Completion of or concurrent registration in Corporations (Law 7101)

DESCRIPTION This course focuses on common legal issues facing businesses and nonprofits in the context of transactional and corporate law. Students will develop the necessary skills to determine and assess a real clients business needs in a given situation and effectively address those needs in a written legal document. Under the supervision of local practitioners, students will handle transactional and corporate legal challenges being faced by a local nonprofit. 2 or 3 credits. 2.3 minimum GPA.

LAW 7103 Bankruptcy Reorganization

CREDIT HOURS 2.0 - 3.0

PREREQUISITES LAW 7091

DESCRIPTION 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 HOURS 2.0 - 3.0

PREREQUISITES LAW 7101 and LAW 7095

DESCRIPTION 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 HOURS 2.0 - 3.0

PREREQUISITES LAW 7095

DESCRIPTION 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 survey the three different tax regimes, and it will include a comparison of the advantage and disadvantage of each. NOTE: The maximum number of credit hours a student may earn for taking any combination of LAW 7110, LAW 7415 and LAW 7127 is 4.

LAW 7111 Corporate Taxation

CREDIT HOURS 2.0 - 3.0

PREREQUISITES LAW 7110

DESCRIPTION An advanced study of the taxation of C corporations, including redemptions, liquidations or reorganizations.

LAW 7113 Capital Punishment Law

CREDIT HOURS 2.0 - 3.0

DESCRIPTION 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 7113A Capital Punishment Law

CREDIT HOURS 2.0 OR 3.0

DESCRIPTION This course will examine various legal and policy issues surrounding the death penalty, including racial discrimination, the right to effective counsel, limitations on executing defendants with intellectual disabilities 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. 2.000 to 3.000 Credit Hours.

LAW 7113B Capital Punishment: Prosecution/Defense

CREDIT HOURS 2.0 OR 3.0

DESCRIPTION This course will examine the constitutional responsibilities of prosecutors and defense attorneys in criminal cases and the extent to which there is an adversary system in those cases. It will include subjects such as investigation of crimes, charging decisions, prosecutorial discretion, plea bargaining, and the disclosure of evidence favorable to the accused by prosecutors. It will also explore the defense of people accused of crimes who cannot afford to retain lawyers, including methods of providing lawyers for the accused constitutional standards for the competence of counsel and the adequacy of resources for investigation and expert witnesses.

LAW 7114 Collaborative Divorce

CREDIT HOURS 2.0 - 3.0

PREREQUISITES LAW 7216 and LAW 6030

DESCRIPTION LAW 6030 (Lawyering: Advocacy) is necessary either before or simultaneously with Collaborative Divorce. 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 HOURS 3.0

PREREQUISITES LAW 6000

DESCRIPTION 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 Constitutional Law II: Individual Liberties

CREDIT HOURS 2.0 - 3.0

DESCRIPTION Prequisite: 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 Payment Systems

CREDIT HOURS 2.0 - 3.0

DESCRIPTION (Formerly 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 HOURS 2.0 - 3.0

PREREQUISITES LAW 5050 and LAW 7435

DESCRIPTION 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 HOURS 2.0 - 3.0

DESCRIPTION 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 Seminar on European Civil Litigation

CREDIT HOURS 2.0 - 3.0

DESCRIPTION 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 HOURS 2.0 - 3.0

DESCRIPTION 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 7136 Complex Litigation

CREDIT HOURS 2.0 - 3.0

DESCRIPTION This course examines procedural issues in civil litigation that arise when the simple two-party, single claim model is transformed into multi-claim, multiparty litigation. Coverage will focus on joinder devices in complex cases with particular emphasis on the class action device and its jurisdictional and due process implications, the problems of duplicative state and federal litigation, judicial control of complex cases, the discovery process, the multi- district litigation procedures and the case management movement, and issues relating to preclusion in complex cases. The complex litigation course is designed to build upon the basic course in civil procedure and to be a comprehensive exploration of advanced procedural topics.

LAW 7137 Cyberlaw

CREDIT HOURS 2.0 - 3.0

DESCRIPTION The emergence and ongoing development of computers and cyberspace technologies present a host of challenging legal issues. This overview course will examine some of these issues and highlight the tensions that exist between individuals, corporations, and governments for control over and/or ownership of the global Internet and its content. The course will offer insight into such issues as governance of the Internet and jurisdiction over Internet speakers, free expression and censorship, privacy, hacking and security, and protection of intellectual property rights. No prior knowledge of Internet technology is needed or required, but a willingness to learn about the technology on which the Internet is built is essential.

LAW 7138 Computers and the Law Seminar

CREDIT HOURS 2.0 - 3.0

DESCRIPTION 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 HOURS 2.0 - 3.0

DESCRIPTION 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 Constitutional Law: Survey of the First Amendment

CREDIT HOURS 2.0 - 3.0

DESCRIPTION Prequisite: 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 HOURS 2.0 - 3.0

PREREQUISITES LAW 6000

DESCRIPTION A seminar on selected problems in constitutional law. A paper is required.

LAW 7153 Design and Construction Law

CREDIT HOURS 2.0 - 3.0

DESCRIPTION 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 HOURS 2.0 - 3.0

DESCRIPTION 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 HOURS 2.0 - 3.0

DESCRIPTION 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 HOURS 2.0 - 3.0

PREREQUISITES LAW 7101 or LAW 7470

DESCRIPTION This course is designed to familiarize law students with the foundations and recent developments in the theory and application of corporate finance, with special attention to the important role that lawyers play in structuring corporate finance transactions. We will explore several topics, including: (i) how to value stocks, bonds, and projects, (ii) an introduction to academic finance theory (i.e., portfolio theory, the capital-asset pricing model, efficient capital markets hypothesis, behavioral finance) and its role in legal decisions, (iii) an introduction to financial accounting, (iv) the mechanics of capital structure, (v) capital budgeting and how to calculate a firms cost of capital, (vi) the rights of debtholders, (vii) the rights of preferred and common stockholders, and (if time permits) (viii) the causes and consequences of corporate mergers and acquisitions. We will also become familiar with certain standard terms of corporate contracts such as indentures, loan agreements, asset purchase agreements, and merger agreements. This course is intended to either follow, or be taken concurrently with, the Corporations course.

LAW 7163 Advanced Corporate Law

CREDIT HOURS 2.0 - 3.0

DESCRIPTION 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 Seminar on Corporate Governance

CREDIT HOURS 2.0 - 3.0

DESCRIPTION LAW 7101. This seminar will provide an opportunity for students to explore issues of corporate governance, examining how publicly held corporations are organized internally and regulated externally. Topics could include: the composition of the board, and the functions and powers of directors and officers in publicly held corporations; the composition and functions of board committees, such as the audit committee; the scope of the duty of care and the business judgement rule problems of reliance on others, etc.; the role of directors and shareholders in transactions in control and tender offers; and derivative actions. The particular focus of the seminar may vary; accordingly, academic credits awarded will range from two to three semester hours depending upon the scope and depth of the research subject selected by the instructor. A written research paper will be required, which will satisfy the writing requirement.

LAW 7165 Criminal Procedure: Investigations

CREDIT HOURS 2.0 - 3.0

DESCRIPTION Formerly Criminal Procedure I. 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 Procedure: Adjudication

CREDIT HOURS 2.0 - 3.0

DESCRIPTION Formerly Criminal Procedure II. 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 HOURS 4.0

REQUIREMENTS Applicants must have a cumulative gpa of at least 2.30 at the time of enrollment

DESCRIPTION LAW 7165 and LAW 7167. 2.30 GPA or better required. 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.

LAW 7170 Criminal Justice: Fieldwork and Law Reform

CREDIT HOURS 3.0

DESCRIPTION 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 7172 Philosophy of Criminal Law

CREDIT HOURS 2.0 OR 3.0

DESCRIPTION This course explores some of the basic philosophical problems underlying criminal law. Some of the topics we will consider include the preconditions for criminal responsibility and punishment, why we punish, and which conditions might excuse punishment even when a person causes or intends harm.

LAW 7173 Criminal Law in the Supreme Court

CREDIT HOURS 2.0 OR 3.0

DESCRIPTION Participants in this course will study criminal law and procedure cases that are currently pending before the Supreme Court. In so doing, students will review a broad array of relevant materials, including certiorari petitions, briefs, relevant legal precedents, and oral argument transcripts. This course requires significant reading and active weekly participation by all students.

LAW 7174 Criminal Regulation of Vice (2 or 3 hrs)

CREDIT HOURS 2.0 - 3.0

PREREQUISITES LAW 5020 and LAW 7165 (concurrent enrollment in LAW 7165 permissible)

DESCRIPTION In the United States, federal and state governments have used criminal law to regulate drugs, alcohol, commercial sex, and gambling. This advanced criminal law/procedure seminar will focus on these and other so-called vice crimes. The course will explore the legal, political, and theoretical aspects of criminalizing vice. Topics may include the historical and contemporary debates about morality and harm that have surrounded vices criminalization; the implications of vice enforcement for police authority and civil rights; and vice enforcements disparate racial consequences.

LAW 7176 Security Interests and Liens

CREDIT HOURS 2.0 - 3.0

DESCRIPTION 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 7178 Different and Unusual Forms of Intellectual Property

CREDIT HOURS 2.0 OR 3.0

DESCRIPTION This course will introduce students to the following federal and state IP regimes: trade secrets, right of publicity, design patents, plant patents, plant variety protection, vessel hull design protection, semiconductor chip protection, and FDA-administered regulatory competitive shelters. Through introduction to these regimes, students will become acquainted with the industries driving and benefitting from these regimes and will appreciate the respective advantages and disadvantages of specialized vs. general intellectual property protections. No prior experience in intellectual property is required.

LAW 7180 Disability Discrimination

CREDIT HOURS 2.0 - 3.0

DESCRIPTION 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 HOURS 2.0 - 3.0

DESCRIPTION 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 HOURS 2.0 - 3.0

DESCRIPTION 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 HOURS 2.0 - 3.0

DESCRIPTION A study of the role that law plays in shaping basic education in the United States. The course will examine the interrelationship of law and education policy, the part played by the courts in school governance, and the role of the federal government in the educational system.

LAW 7187 Business Torts

CREDIT HOURS 2.0 OR 3.0

DESCRIPTION This course surveys economic tort claims and other remedies that may be available for commercial disputes, including bad faith breach of contract, conversion, tortious interference with contracts and prospective business relationships, misrepresentation and fraud, breach of fiduciary duty, unfair and deceptive trade practices, Civil RICO and conspiracy.

LAW 7190 Seminar in Education Law

CREDIT HOURS 2.0 - 3.0

DESCRIPTION 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 HOURS 2.0 - 3.0

PREREQUISITES LAW 7095

DESCRIPTION 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 7192 Eminent Domain and Taking Seminar

CREDIT HOURS 2.0

DESCRIPTION This course will examine Eminent Domain and Regulatory Taking issues. The seminar will focus on state and federal legislation, and governmental practices, within the framework of both constitutional authority and constitutional restraint. Substantive and procedural aspects of taking law will be explored through the study of judicial applications in a variety of specific areas, such as environmental regulations, exactions on development, and zoning restrictions.

LAW 7193 General Employment Law

CREDIT HOURS 2.0 - 3.0

DESCRIPTION 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 Law

CREDIT HOURS 2.0 - 3.0

DESCRIPTION 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 HOURS 2.0 - 3.0

DESCRIPTION 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 The Law of Democracy

CREDIT HOURS 2.0 - 3.0

DESCRIPTION This course explores the law regulating our political process, 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 topics such as 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 HOURS 2.0 - 3.0

DESCRIPTION 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 International Environmental Law

CREDIT HOURS 2.0 - 3.0

DESCRIPTION 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 Selected Topics in Environmental Litigation

CREDIT HOURS 2.0 - 3.0

DESCRIPTION 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 and Water Law

CREDIT HOURS 2.0 - 3.0

DESCRIPTION This course will provide an overview of present and future law and policy issues relating to the utilization of natural resources, particularly the water resource. Both federal and state materials will be utilized. We will focus our attention on law and policy issues relating to (1) mineral resources, (2) timber resources, (3) public lands (4) coastal zone management, (5) public outdoor recreation, (6) endangered species, and (7) water resources.

LAW 7204 Urban Environmental Law Seminar

CREDIT HOURS 2.0 - 3.0

PREREQUISITES LAW 5050, LAW 7200 or LAW 7203

DESCRIPTION This seminar will examine the range of environmental issues facing urban areas, exploring 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 HOURS 2.0 - 3.0

DESCRIPTION Survey of estate and gift taxation with primary emphasis on federal tax law in these areas.

LAW 7206 Comparative Environmental Law: Urban Issues

CREDIT HOURS 2.0 - 3.0

DESCRIPTION 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 Environmental Health Law & Policy: Comparative Perspectives

CREDIT HOURS 3.0

DESCRIPTION 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 Cross-Cultural Communication in International Dispute Resolution

CREDIT HOURS 3.0

DESCRIPTION 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 and Community Improvement

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 2.0 - 3.0

DESCRIPTION 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 HOURS 2.0 - 3.0

PREREQUISITES LAW 5011 and LAW 5050

DESCRIPTION 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 HOURS 2.0 - 3.0

PREREQUISITES LAW 7216

DESCRIPTION A seminar on selected problems in family law. A paper is required.

LAW 7222 Federal Tax Policy Seminar

CREDIT HOURS 2.0 OR 3.0

DESCRIPTION LAW 7095 This seminar examines the legal, economic, and political considerations relevant to formulating federal tax policy. Specific topics will vary from year to year but may include the nature of the income tax, tax expenditures, using tax rules to achieve nonrevenue objectives, equity and efficiency issues, alternative tax regimes, wealth transfer taxes, taxation of international income, fundamental tax reform, tax compliance and enforcement, and current tax policy legislative initiatives. Grades will be based on participation in weekly class discussions and preparation of a substantial (25+-page) paper on an approved federal tax policy topic. The paper produced in this course will satisfy the College of Laws Upper Level Legal Writing Requirement. Enrollment limited to 16. Pre- or co-requisite: Basic Federal Taxation I (2-3 credits).

LAW 7225 Federal Courts

CREDIT HOURS 2.0 - 3.0

DESCRIPTION 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 7230 Georgia Legal Research

CREDIT HOURS 1.0 OR 2.0

DESCRIPTION LAW 5030. Limited enrollment. The course will concentrate on using online and print resources to identify and utilize Georgia legal materials. The course will build on skills acquired from Legal Bibliography and employ advanced research techniques. Topics covered in the course will include cases, statutes, regulations, secondary sources, practice materials, and current awareness tools.

LAW 7232 Fiduciary Administration

CREDIT HOURS 2.0 - 3.0

DESCRIPTION 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 HOURS 2.0 - 3.0

DESCRIPTION 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 and Procedure

CREDIT HOURS 2.0 - 3.0

DESCRIPTION Jurisdiction and practice in the Georgia courts, including coverage of the Georgia Civil Practice Act.

LAW 7238 Hazardous Waste

CREDIT HOURS 2.0 - 3.0

DESCRIPTION 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: Quality and Access

CREDIT HOURS 2.0 - 3.0

DESCRIPTION Formerly 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: Financing and Delivery

CREDIT HOURS 2.0 - 3.0

DESCRIPTION Formerly 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 HOURS 2.0 - 3.0

DESCRIPTION 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 Advanced Land Use Law Seminar

CREDIT HOURS 2.0 - 3.0

DESCRIPTION This seminar 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 seminar. The consideration of statutes, cases and programs will be used as the unifying theme of the seminar. 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 HOURS 2.0 - 3.0

DESCRIPTION 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 HOURS 2.0 - 3.0

DESCRIPTION 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 and Practice

CREDIT HOURS 2.0 - 3.0

DESCRIPTION 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 and Advocacy I

CREDIT HOURS 3.0

DESCRIPTION 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 and Advocacy II

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 2.0 - 3.0

DESCRIPTION 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 Law and Social Welfare

CREDIT HOURS 2.0 - 3.0

DESCRIPTION Formerly Public Interest and Social Welfare Law. 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 HOURS 2.0 OR 3.0

DESCRIPTION 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 HOURS 2.0 OR 3.0

DESCRIPTION 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 7254 Seminar on Public Health Law in Historical Context: Vaccination, Quarantine, and the War on STDs

CREDIT HOURS 2.0 OR 3.0

PREREQUISITES LAW 7243, LAW 7244, or LAW 7253, or with the written permission of the instructor

DESCRIPTION This seminar will focus on themes that have appeared in the history of public health law and research, as analyzed in several key publications. It will give students a general introduction to how the unique powers associated with public health law, such as the potential use of coercion in the application of medical interventions on both an individual and population basis, have developed. It will also engage students in an exploration of the role of the government, the scientific establishment, and individual scientists/investigators who were involved in two now discredited research programs carried out by the US Public Health Service. The seminar will culminate in student research projects that will generate a paper and a class presentation. The paper will fulfill the upper level writing requirement.

LAW 7255 International and Comparative Health Law

CREDIT HOURS 2.0 OR 3.0

DESCRIPTION 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 HOURS 1.0 - 3.0

DESCRIPTION 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 7257 Health Fraud & Abuse

CREDIT HOURS 2.0 OR 3.0

DESCRIPTION This course will focus on real world experience of prosecuting and defending healthcare fraud cases. It will cover the key statutes and regulations, including the False Claims Act, Stark law, Anti-Kickback Statute and more; nuts and bolts of a healthcare fraud investigation; as well as insight into client counseling and professional responsibility concerns in the fraud and compliance space. The course will provide students with opportunities to hone litigation drafting and oral argument skills while applying the substance of the course.

LAW 7258 Legal Preparedness for Public Health Emergencies

CREDIT HOURS 2.0 - 3.0

DESCRIPTION This course focuses on laws and policies related to preparedness for and response to public health emergencies. Students will be introduced to the different types of public health emergencies, including contagious disease outbreak, natural disasters, and bioterrorism; explore the authority and limitations of federal/state/local government to respond, as well as decision-making structure and processes; and examine the legal and ethical issues that arise during emergencies such as allocation of scarce resources; credentialing of health care workers and other volunteers across state lines; liability of emergency response; and consideration of special populations such as Native Americans, children, elderly, and persons with special needs. Students will participate in several case studies or hypothetical table-top exercises, commonly used in emergency response to test policies and plans.

LAW 7259 Great Cases in Bioethics

CREDIT HOURS 2.0 OR 3.0

DESCRIPTION The field of Bioethics has developed over the past thirty years as a product of several shifts in American cultural conciousness, particularly in the role of doctors as they relate to patients. An ongoing conversation about the impact of law in shaping medical practice also influenced the current complexion of Bioethics as an area of study. A number of legal cases stand as signposts for critical moments in the history of Bioethics. They mark the changing public perception of the intersection of science, medicine, personal values and law. This seminar explores approximately one dozen of those cases, in areas such as reproduction, medical confidentiality, withdrawal and witholding of treatment, and definitions of death. Students should be prepared to participate in class discussion, complete a major class presentation as well as a seminar paper on a topic of their choice.

LAW 7260 Special Topics in Bioethics

CREDIT HOURS 2.0 - 3.0

DESCRIPTION LAW 6030. Examines issues in Bioethics.

LAW 7261 Glob Per On Children & The Law

CREDIT HOURS 2.0

DESCRIPTION This course explores how law and policy can advance childrens rights and well-being globally. It provides students an opportunity to learn about childrens rights law and policy and to examine how that law and policy operates in practice in selected countries. It typically is offered in conjunction with a one-week study abroad program that is part of the course.

LAW 7266 Insurance Law

CREDIT HOURS 2.0 - 3.0

DESCRIPTION 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 issues associated with the fundamental principles of insurance law, insurable interest, formation and structure of insurance policies, insurance contract interpretation, insurance agency, duties of insurers and policyholders, an analysis of policies and related issues arising from property insurance, liability insurance, automobile insurance, life insurance and disability insurance and a study of the principles of insurance bad faith.

LAW 7268 International Intellectual Property

CREDIT HOURS 2.0 OR 3.0

DESCRIPTION Intellectual property lawyers face a variety of issues that transcend national borders. This course introduces the principles, treaties and institutions that regulate intellectual property rights at the international level, and surveys major cross-border issues in intellectual property with a focus on copyright, patents and trademarks.

LAW 7269 Licensing of Intellectual Property

CREDIT HOURS 2.0

DESCRIPTION This course will focus on patent, trademark and copyright licensing. Emphasis will be placed on preparing the student to counsel clients on intellectual property licensing matters and to be able to prepare and negotiate license agreements. Various types of license agreements will be used and reviewed during the course. Specific areas covered in the course include: introduction to intellectual property; developing strategies for intellectual property licensing; licensing negotiations; detailed review of key license agreement provisions and their interplay; unique considerations for licenses of different types of intellectual property; and drafting of various license agreements based on model agreements.

LAW 7270 Intellectual Property Survey

CREDIT HOURS 2.0 - 3.0

DESCRIPTION This course will introduce students to the concepts of intellectual property through the three basic federal intellectual property regimes established under trademark, copyright and patent laws. With respect to each of these frameworks, the course will cover how to obtain, protect and enforce ones intellectual property rights, and the limits of and exceptions to such rights. No prior knowledge or background is necessary.

LAW 7271 Advanced Intellectual Property Law Seminar

CREDIT HOURS 2.0 - 3.0

DESCRIPTION LAW 7270 or LAW 7158 or LAW 7417 or LAW 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 7273 International Law

CREDIT HOURS 2.0 - 3.0

DESCRIPTION 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 International Criminal Law

CREDIT HOURS 2.0 - 3.0

DESCRIPTION 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 International Business Transactions

CREDIT HOURS 2.0 - 3.0

DESCRIPTION A systematic approach to legal problems arising in transactions that involve entities operating in two or more nations. As well as examining international trade accords and relevant commercial law, this course surveys United States law, practice and procedure relating to the import and export of goods and transnational flow of services.

LAW 7276 Seminar in International Commercial Arbitration

CREDIT HOURS 2.0 - 3.0

DESCRIPTION This seminar is intended to serve as an introduction to the basic legal concepts, doctrines and principles that are relevant to the current status of international commercial arbitration as a dispute resolution mechanism alternative to litigation in national court systems. Course objectives include familiarizing the student with the basic features of the modern system of international commercial arbitration and examining the transnational framework of international commercial arbitration, including its regulation in selected foreign legal orders.

LAW 7277 International Human Rights

CREDIT HOURS 2.0 - 3.0

DESCRIPTION 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 International Human Rights Seminar – Immigration

CREDIT HOURS 2.0 - 3.0

DESCRIPTION A seminar on selected problems in international human rights law. A paper is required. Public International Law or International Human Rights is helpful but not required.

LAW 7280 International Moot Court

CREDIT HOURS 1.0

DESCRIPTION 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 International Human Rights: Practical Applications Seminar

CREDIT HOURS 3.0

PREREQUISITES At least two classes relating to international law and/or human rights, one of which must be LAW 7273 or 7277.

DESCRIPTION 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 7282 International Human Rights: Practical Applications Seminar

CREDIT HOURS 3.0

DESCRIPTION At least 2 classes relating to international law and/or human rights, one of which must be LAW 7273 or LAW 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 7283 International Human Rights Seminar: Self-Determination of Indigenous Peoples

CREDIT HOURS 2.0 - 3.0

DESCRIPTION Please contact Professor Saito for details at nsaito@gsu.edu.

LAW 7285 International Trade Seminar

CREDIT HOURS 2.0 - 3.0

DESCRIPTION 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 International and Foreign Legal Research

CREDIT HOURS 2.0

DESCRIPTION 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 7289 International Law and U.S. Foreign Relations

CREDIT HOURS 2.0 - 3.0

DESCRIPTION This course examines the intersection between international law, U.S. law, and U.S. foreign policy. It centers on case studies, including Guantanamo Bay and the torture memos, the U.S. posture towards the International Criminal Court, and the invasion of Iraq, alongside the international news of the day. By working through such controversies, students will be exposed to competing international and domestic interpretations of sovereignty, the use of force, the role of the Security Council, the authority of the International Court of Justice, and even the nature of international law itself. Discussions of foreign policy will be grounded in core provisions of international law and U.S. law. International Law and U.S. Foreign Relations.

LAW 7291 Interviewing and Counseling

CREDIT HOURS 2.0 - 3.0

DESCRIPTION This course is designed to help students understand and develop skills in interviewing and counseling methods and techniques. Students will learn through reading, discussion, extensive role-playing, and self-reflection. Students will also learn to develop strategies for addressing moral and ethical issues which can arise when interviewing and counseling clients in different legal contexts. Enrollment may be limited.

LAW 7293 Seminar On Judicial Power

CREDIT HOURS 2.0 - 3.0

DESCRIPTION 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 HOURS 2.0 - 3.0

DESCRIPTION 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 Seminar in the Philosophy of Law

CREDIT HOURS 2.0 - 3.0

DESCRIPTION This course is designed to teach selected topics in jurisprudence.

LAW 7300 Juvenile Justice

CREDIT HOURS 2.0 - 3.0

DESCRIPTION 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 HOURS 2.0 - 3.0

DESCRIPTION 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 HOURS 2.0 - 3.0

DESCRIPTION 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 7319 Wildlife Law

CREDIT HOURS 2.0

DESCRIPTION An examination of the Federal and state legal framework dealing with wildlife. It reviews wildlife law from a variety of perspectives, including those recognizing sustainable use as a valid conservation tool and regulated hunting as a component of conservation and sound wildlife management. Selected topics include the North American Wildlife Conservation Model, the Public Trust Doctrine, the right to hunt and fish, the Federal preemption of state law, the state role in Federal lands, the Federal protection of species, and the Federal protection of wildlife habitat.

LAW 7320 Land Use Law

CREDIT HOURS 2.0 - 3.0

PREREQUISITES LAW 5050

DESCRIPTION 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 HOURS 2.0 - 3.0

DESCRIPTION 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 and Business of Immigration

CREDIT HOURS 2.0 OR 3.0

DESCRIPTION Recommended but not required as prerequisites: LAW 7245, LAW 7521, LAW 7193, LAW 7195, or 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 HOURS 2.0 - 3.0

DESCRIPTION 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 7331 Law and Health Equity

CREDIT HOURS 3.0

DESCRIPTION This course is an introduction to understanding socioeconomic causes of chronic and mental health illnesses in low-income and minority communities, and will emphasize the need for legal solutions to such diseases. In this course, the students will analyze the applicability of current laws, policies and regulations in creating safe and healthy neighborhoods for vulnerable populations. Students will work with Neighborhood Planning Units (NPUs) as community partners in order to assess the impact of and provide recommendations for the mitigation of health disparities in underserved communities in the Atlanta area.

LAW 7333 Law and the Internet

CREDIT HOURS 2.0 - 3.0

DESCRIPTION This course will introduce students to use of the Internet as a resource for legal research; to legal issues arising on the Internet (e.g., privacy, censorship, security, e-mail fraud); and to ways to make substantive legal information available to others on the Internet.

LAW 7335 Law and Literature

CREDIT HOURS 2.0 - 3.0

DESCRIPTION Literature can provide a humanistic perspective for understanding law, affording insights into the nature of law and social justice. This course will examine the interplay of law and literature primarily through texts about crime and punishment. Each class will explore one or more interrelated themes, including the tension between law and equity, authority and legitimacy, retribution and redemption, civic duty, revenge and betrayal. Readings will include works by Sophocles, Shakespeare, Melville, Conrad, Camus, Fugard, Traver, Glaspell and others. Students will be required to write three short papers during the semester and one substantial final work which, if satisfactory, may be used to fulfill the upper level writing requirement.

LAW 7336 Fundamentals of Law Practice

CREDIT HOURS 4.0

DESCRIPTION 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 HOURS 2.0 - 3.0

DESCRIPTION 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 Mental Health

CREDIT HOURS 2.0 - 3.0

DESCRIPTION Formerly 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 7349 Law and Religion

CREDIT HOURS 2.0 OR 3.0

DESCRIPTION This course will present an exploration of the historical formation and current judicial interpretations of the establishment and free exercise clauses of the First Amendment, as well as the theories of church and state, and religion and law, that support and contest these interpretations. The course will also compare and contrast the prevailing models of these protections in Europe and the United States, as well as explore intersections of law and religion, including the effect of religion on law and of law on religion, the degree to which law should accommodate religious beliefs and practices, the concept of legal pluralism, and the secularization of the American legal system.

LAW 7350 Law Review

CREDIT HOURS 1.0

DESCRIPTION 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 and Emerging Technologies

CREDIT HOURS 2.0 - 3.0

DESCRIPTION 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 7357 The Law of Social Enterprise

CREDIT HOURS 2.0 - 3.0

DESCRIPTION This course will cover the existing and developing law of social enterprise. Although there is no universally accepted legal definition of social enterprise, the term generally refers to using market-based approaches (such as selling products or services) to solve complex social problems, instead of using more traditional, and primary charitable, methods to solve such problems. The principal focus of the course will be upon federal and state laws that are uniquely applicable when an organization engages in social enterprise. For example, the course will consider laws limiting the conduct of commercial activities by nonprofit organizations as well as laws requiring for-profit organizations to maximize shareholder wealth, even when doing so is arguably detrimental to employees, the environment, the community or other stakeholders. Successful completion of at least one of the following courses is a prerequisite, although it may be taken concurrently with this course: Corporations, Unincorporated Business Associations, Business Tax, or Nonprofit Organizations.

LAW 7363 History of the Common Law in England and America

CREDIT HOURS 2.0 - 3.0

DESCRIPTION This course examines the origins, development and characteristics of core Anglo-American legal concepts and institutions. Using primary source materials (cases, statutes, codes, ordinances) and occasional narrative overviews for context, the course explores how and why fundamental Anglo-American legal concepts (e.g., trespass) and legal institutions (e.g., jury) have changed over time due to complex social, economic, and religious factors. The course will help students situate Anglo-American legal doctrines and institutions within their historical context and illuminate how modern American legal practice and jurisprudence has been shaped by the past. The course is interdisciplinary and highly participatory, and will expose students to the realities of internal and external legal change.

LAW 7364 Seminar in Georgia Legal History

CREDIT HOURS 2.0 - 3.0

DESCRIPTION This seminar introduces the student to basic principles of historical methodology and historiography and to selected legal aspects of primary names in Georgia history drawn from sources in the colonial and revolutionary period; the western and expansion of the State and the growth of sectionalism, the War of 1861-1865 and Reconstruction; the embrace of New South ideologies; and the emergence of modern Georgia in the twentieth century. Resources in the seminar encompass a special emphasis on the use of primary and secondary materials traditionally associated with historical inquiry as well as with resources customarily employed in legal research.

LAW 7365 Legal History

CREDIT HOURS 2.0 - 3.0

DESCRIPTION A study of the origins, development and characteristics of American legal institutions and the basic themes in American law which have shaped practice and jurisprudence.

LAW 7375 Legislation

CREDIT HOURS 2.0 - 3.0

DESCRIPTION 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 HOURS 2.0 - 3.0

DESCRIPTION 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 State and Local Government Law

CREDIT HOURS 2.0 - 3.0

DESCRIPTION Formerly Local Government Law. This course examines the relationship between local, state, and federal governments. It inludes a study of the sources and limits of local government authority in the context of constitutional and statutory law. Among the topics considered are delegation of state authority, government spending and financing, conflicts and preemption, the use of special purpose government entities, and annexation and incorporation.

LAW 7386 Advanced Local Government Law

CREDIT HOURS 2.0 - 3.0

DESCRIPTION LAW 7385 or LAW 7320 recommended but not required. 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 HOURS 2.0 - 3.0

DESCRIPTION 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 HOURS 2.0 - 3.0

DESCRIPTION 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 International Perspectives on Urban Law and Policy

CREDIT HOURS 2.0 - 3.0

DESCRIPTION This course is taught by visiting foreign or international law professors 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. This course is 2 credit hours with the option of an additional credit hour for writing a paper. The paper may be either independent research on a topic of your choice, or a paper written in conjunction with participation in a week-long Study Abroad offering (over Spring Break) focused on urban law and policy issues.

LAW 7405 Moot Court Board I

CREDIT HOURS 1.0

DESCRIPTION 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 Board II

CREDIT HOURS 1.0

DESCRIPTION LAW 7405.

LAW 7407 Moot Court III

CREDIT HOURS 1.0

DESCRIPTION

LAW 7408 Moot Court IV

CREDIT HOURS 1.0

DESCRIPTION

LAW 7410 Multistate Taxation

CREDIT HOURS 2.0 - 3.0

DESCRIPTION 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 Organizations

CREDIT HOURS 3.0

PREREQUISITES LAW 7095 (may be taken concurrently)

DESCRIPTION This course covers the major legal and tax issues affecting nonprofit organizations, especially IRC 501(c)(3) exempt organizations. Topics to be discussed include permitted purposes, formation, operation, organization, governance, state regulation, tax exemption, and restrictions on lobbying and political activity. In addition, the course will examine special rules concerning churches, private foundations, unrelated business income taxation, charitable fundraising, and charitable contributions. Approximately one-third to one-half of the course will focus upon state-law issues (using the Georgia Nonprofit Corporation Code as a statutory model), while the remaining portion of the course will focus upon the unique rules relating to the federal income taxation of nonprofits.

LAW 7412 Military Law

CREDIT HOURS 3.0

PREREQUISITES LAW 5000

DESCRIPTION LAW 5020, LAW 7010 and LAW 7216 are recommended, but not required. This course introduces the student to legal issues for servicemembers and their families. The course introduces the student to the Uniform Code of Military Justice (UCMJ) and criminal prosecution within the military. The course also introduces the student to administrative processes and hearings within the military. Additionally, this course covers the legal issues faced by servicemembers outside of the military: the impact of criminal convictions in state courts, military family law issues, the servicemembers Civil Relief Act (SCRA), and Veterans Administration benefits and appeals.

LAW 7413 National Security Law

CREDIT HOURS 2.0 - 3.0

DESCRIPTION LAW 6000. This seminar explores the constitutional architecture for the American national security enterprise and the role played by the three branches of government. Topics of study include the use of armed force to maintain the security of the nation and its consistency with statutory and constitutional constraints. Recent topics include anti-terrorism, anticipatory self-defense and preemptive war; targeted killing and the use of drones; intelligence gathering authority for the CIA, FBI and NSA and its constraint by the Fourth Amendment; the Foreign Intelligence Surveillance court system; data mining; detention of terrorists and military combatants; preventive detention; detention of material witnesses; extraordinary rendition, material support crimes; and trial by military commissions. Students are evaluated on the basis of an assigned paper or project. Papers may satisfy the writing.

LAW 7414 Negotiation

CREDIT HOURS 2.0 - 3.0

DESCRIPTION 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 7415 Partnership Taxation

CREDIT HOURS 3.0

PREREQUISITES LAW 7095

DESCRIPTION This course will cover the federal income taxation of partnerships (including limited liabilty companies) from formation through distributions to liquidations. The tax implications to both the partners (or members) and the entity will be examined. The course will cover transfers of property to a newly formed or preexisting partnership or limited liability company; normal distributions; "inside" and "outside" basis adjustments; sales of partnership or membership interests; partnership and limited liability company liquidations and partner and member withdrawals. NOTE: The maximum number of credit hours a student may earn for taking any combination of LAW 7110, LAW 7415 and LAW 7127 is 4.

LAW 7416 Patent Drafting and Prosecution

CREDIT HOURS 1.0 - 3.0

PREREQUISITES LAW 7270 and/or LAW 7417

DESCRIPTION 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.

LAW 7417 Patent Law

CREDIT HOURS 2.0 - 3.0

DESCRIPTION An introduction to patentability, patent infringement, and patent and trademark licensing.

LAW 7419 Civil Pre-Trial Litigation

CREDIT HOURS 2.0 - 3.0

DESCRIPTION Pre-req: LAW 6030 and prior approval of the instructor.This capstone class involves aspects of tort law, procedural law, contract interpretation, statutory interpretation, and litigation skills such as mediation, depositions, negotiation, drafting and client counseling. It also exposes students to some of the business decisions that occur over the course of civil litigation. The class will be conducted primarily through simulation exercises. Limited enrollment.

LAW 7420 Products Liability

CREDIT HOURS 2.0 - 3.0

DESCRIPTION This course will examine the legal responsibility of product suppliers for harms caused by product defects and misrepresentations. Appropriate parties, causes of actions, and varieties of defects will be among the topics discussed.

LAW 7421 Georgia Products Liability Seminar

CREDIT HOURS 2.0 - 3.0

DESCRIPTION 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 and Practice

CREDIT HOURS 2.0 - 3.0

PREREQUISITES LAW 7510

DESCRIPTION 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 HOURS 2.0 - 3.0

DESCRIPTION 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 and the Law

CREDIT HOURS 2.0 - 3.0

DESCRIPTION LAW 6000 recommended but not required. 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 7434 Racial Justice Seminar

CREDIT HOURS 2.0 OR 3.0

DESCRIPTION This seminar will use a contemporary or historic case study of racialized injustice as a lens through which students will examine the legal and social context in which such harms occur and the availability of remedies offered by statutory, constitutional, and international human rights law. It will include experiential learning opportunities. For example, depending upon the topic addressed, students will interview people affected by the issue, explore options for redress, and prepare materials that will or could be utilized to implement remedial measures. Writing credit will be an option.

LAW 7435 Real Estate Transactions

CREDIT HOURS 2.0 - 3.0

PREREQUISITES LAW 5050

DESCRIPTION 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 Advanced Real Estate Transactions

CREDIT HOURS 2.0 - 3.0

PREREQUISITES LAW 7435

DESCRIPTION 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 HOURS 2.0 - 3.0

DESCRIPTION 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 HOURS 2.0 - 3.0

DESCRIPTION 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 HOURS 2.0 - 3.0

PREREQUISITES LAW 5011

DESCRIPTION The study of commercial sales transactions with emphasis on Article 2 of the Uniform Commercial Code.

LAW 7453 Forensic Evidence

CREDIT HOURS 2.0 - 3.0

PREREQUISITES LAW 6010

DESCRIPTION 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 HOURS 2.0 OR 3.0

DESCRIPTION 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 HOURS 2.0 - 3.0

PREREQUISITES LAW 7101

DESCRIPTION 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 7468 Sentencing

CREDIT HOURS 2.0 - 3.0

DESCRIPTION This class will broadly examine the purposes, principles and practices of criminal sentencing in the United States. While federal sentencing law has received the most attention in recent years, particularly since the creation of the Federal Sentencing Guidelines, it is impossible to understand the current dynamics or the likely future trends of federal sentencing without also taking state practices into account. As such, this course will examine sentencing law and incarceration practices in both the federal and state systems. This course will also assess a variety of alternative sanctions, including the death penalty, probation, and various other judicial and administrative sanctions, as well as some of the collateral consequences that accompany criminal conviction.

LAW 7471 Sexual Identity and the Law

CREDIT HOURS 2.0 - 3.0

DESCRIPTION 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 and the Supreme Court Seminar

CREDIT HOURS 2.0 - 3.0

DESCRIPTION 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 HOURS 2.0 - 3.0

DESCRIPTION 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 and Unfair Competition

CREDIT HOURS 2.0 - 3.0

DESCRIPTION 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 HOURS 2.0 OR 3.0

DESCRIPTION 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 Seminar

CREDIT HOURS 2.0 - 3.0

DESCRIPTION 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 HOURS 1.0

DESCRIPTION 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 HOURS 1.0

DESCRIPTION See LAW 7487.

LAW 7494 Urban Fellows Program

CREDIT HOURS 1.0 - 3.0

DESCRIPTION For upper-level students who are selected to serve as Urban Fellows of the Center for the Comparative Study of Metropolitan Growth.

LAW 7495 Refugee and Asylum Law

CREDIT HOURS 2.0 OR 3.0

DESCRIPTION This course explores the international and domestic legal regimes for the protection of refugees and asylees. Topics include the history of the U.N. Convention on the Status of Refugees, the implementation of that convention through the U.S. Refugee Act of 1980 and subsequent related legislation, political and judicial efforts to define the extent of the protections afforded under international and domestic law, current proposals to amend the laws, and the practice of asylum law in the United States. The central goal of this course is to prepare you to represent an asylum seeker in the United States, while giving you a strong foundation in the laws that protect refugees and asylum-seekers. To this end, the course aims to: (1) give you a substantive basis in the law and the tools you need to answer questions of law that arise in your future practice; (2) orient you in the relevant procedures and highlight the skills you will need in order to meaningfully engage with clients seeking asylum; and (3) introduce you to issues in law and policy that your generation of lawyers must struggle with, and hopefully resolve. This class emphasizes learning by doing, so you should not only be prepared to participate actively in class discussion, but poised to engage in group exercises and the representation of a simulated client created for this class, which will occupy much of the second half of the course.

LAW 7496 United States Taxation of International Transactions

CREDIT HOURS 2.0 - 3.0

DESCRIPTION LAW 7095 and LAW 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 HOURS 2.0 - 3.0

PREREQUISITES LAW 5050

DESCRIPTION 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 HOURS 2.0 - 3.0

DESCRIPTION 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 and Estates I

CREDIT HOURS 2.0 - 3.0

DESCRIPTION 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 7515 Women and the Law

CREDIT HOURS 2.0 - 3.0

DESCRIPTION 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 HOURS 2.0 - 3.0

PREREQUISITES LAW 5060

DESCRIPTION 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: Comparative Perspectives

CREDIT HOURS 1.0 - 2.0

DESCRIPTION Limited enrollment. Consent of the instructor required. This is a one-time course linked to the College of Law's 25th Anniversary International Conference on the Future of 25th Anniversary International Conference on the Future of Legal Education to be held in Spring 2008.

LAW 7600 Tax Law Clinic: Tax Court I

CREDIT HOURS 4.0

PREREQUISITES LAW 7095

DESCRIPTION LAW 7095 (Basic Federal Taxation) is necessary either before or simultaneously with Tax Clinic-Tax Court I. 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 2.30.

LAW 7601 Tax Law Clinic: Tax Court II

CREDIT HOURS 4.0

PREREQUISITES LAW 7095 and LAW 7600

DESCRIPTION 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 2.30.

LAW 7602 Investor Advocacy Clinic I

CREDIT HOURS 3.0

PREREQUISITES 2.30 GPA, successful completion of all first year courses, prior completion of Law 7801 Business Arbitration Practicum or concurrent enrollment in Law 7801 Business Arbitration Practicum

DESCRIPTION Students in the Investor Advocacy Clinic will focus on the representation of small investors with claims against their brokers in FINRA mediation and arbitration. Under appropriate supervision, students will gain experience and knowledge in investigating potential claims, interviewing and counseling clients, preparing case documents, negotiating settlements and participating in the FINRA mediation and/or securities arbitration process. Students will also engage in community education and outreach to benefit potential investors. Participating students will have the opportunity, through live client representation and community outreach, to develop valuable lawyering skills and gain exposure to substantive business law issues as well as alternative dispute resolution methods. Enrollment is limited and students must obtain the permission of the instructor prior to registering for this course.

LAW 7603 Investor Advocacy Clinic II Prerequisites: 2.30 GPA and LAW 7602

CREDIT HOURS 4.0

DESCRIPTION This is a continuation of Investor Advocacy Clinic I. Students will handle the more advanced aspects of the issues covered in Investor Advocacy Clinic I. Enrollment is limited and students must obtain the permission of the instructor prior to registering for this course.

LAW 7605 Partnership & LLC Taxation Lab

CREDIT HOURS 3.0

DESCRIPTION An attorney's principal role for clients entering into a partnership or limited liability company agreement is to draft the parties' business deal into the agreement in compliance with tax rules. Accordingly, this skills-based course will teach students how to translate substantive tax rules learned in Partnership & LLC Taxation into a written partnership or limited liability company agreement that complies with the tax rules and accurately reflects the parties' business terms. Understanding and drafting provisions governing so-called "waterfalls," capital accounts, allocations, and distributions in partnership and limited liability company agreements will be the primary subject of this course. Other common provisions of partnership and limited liability company agreements will be studied as well.

LAW 7610 Comparative Law of Employment Discrimination

CREDIT HOURS 2.0

DESCRIPTION Please see http://law.gsu.edu/metrogrowth/4866.html for information and details.

LAW 7611 Comparative Legal and Policy Responses to Climiate Change

CREDIT HOURS 1.0

DESCRIPTION Please see http://law.gsu.edu/metrogrowth/4866.html for information and details.

LAW 7612 Selected Problems in Comparative Constitutional Law

CREDIT HOURS 2.0

DESCRIPTION Please see http://law.gsu.edu/metrogrowth/4866.html for information and details.

LAW 7613 Environmental Diplomacy and International Business Transactions

CREDIT HOURS 1.0

DESCRIPTION Please see http://law.gsu.edu/metrogrowth/4866.html for information and details.

LAW 7614 Urban Economic and Environmental Sustainability: Law, Policy & Culture

CREDIT HOURS 3.0

DESCRIPTION Please see http://law.gsu.edu/metrogrowth/4866.html for information and details.

LAW 7615 Multi-National Enterprises: Environmental Policy, Planning and Practice

CREDIT HOURS 1.0

DESCRIPTION Please see http://law.gsu.edu/metrogrowth/4866.html for information and details.

LAW 7616 Safety, Health, and Environmental Considerations in International Trade

CREDIT HOURS 2.0

DESCRIPTION Please see http://law.gsu.edu/metrogrowth/4866.html for information and details.

LAW 7617 Law and Society in Brazil

CREDIT HOURS 1.0

DESCRIPTION Please see http://law.gsu.edu/metrogrowth/4866.html for information and details.

LAW 7618 Law and Economic Regulation: Comparative Perspectives

CREDIT HOURS 1.0

DESCRIPTION Please see http://law.gsu.edu/metrogrowth/4866.html for information and details.

LAW 7619 Dispute Resolution for International Transactions

CREDIT HOURS 1.0

DESCRIPTION Please see http://law.gsu.edu/metrogrowth/4866.html for information and details.

LAW 7620 A Comparative Examination of Selected Labor and Employment Law Issues

CREDIT HOURS 1.0

DESCRIPTION Please see http://law.gsu.edu/metrogrowth/4866.html for information and details.

LAW 7621 International Transactions: Drafting Considerations

CREDIT HOURS 1.0

DESCRIPTION Please see http://law.gsu.edu/metrogrowth/4866.html for information and details.

LAW 7630 Doing Business and Environmental Protection – Comparative Perspectives on the Regulatory State in the U.S. and Argentina

CREDIT HOURS 3.0

DESCRIPTION

LAW 7631 Contract Drafting and Risk Analysis

CREDIT HOURS 3.0

DESCRIPTION Business transactions require well-crafted contracts that properly reflect and clarify the parties' intentions and anticipate various outcomes to the transaction, including counter-party risk assessment and risk transfer. Lawyers and businesspeople together must think these things through. This course will focus on anticipating and providing for contingencies, securing value in and licensing intellectual property, examining choices and options for the deal, obtaining collateral to secure the performance; consider appropriate contract forms; and address risk, liability indemnity and insurance to protect and accomplish the business purpose Students will draft and assess contracts (both actual and fictional) for goods, services, secured transactions, real estate, construction, and international contracts to illustrate the application and range of contract and risk practice.

LAW 7632 The Role of In-House Counsel

CREDIT HOURS 2.0

DESCRIPTION LAW 6020. An introduction to the in-house practice of law and the different practical and ethical issues faced by in-house attorneys. The course will focus on the role of the in-house legal function in a corporation; the structure and management of corporate legal departments; the relationships between the legal department, corporate management and the board of directors; attorney-client privilege, internal investigations, and advising and counseling internal business clients; retaining and managing outside counsel; corporate compliance and enterprise risk management; and professional responsibility and ethics issues for in-house attorneys.

LAW 7650 Coastal Law

CREDIT HOURS 2.0 - 3.0

DESCRIPTION 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 HOURS 1.0 - 3.0

DESCRIPTION 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 Public Health Law & Policy: Global & Comparative Perspectives

CREDIT HOURS 2.0 - 3.0

DESCRIPTION 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 Comparative Concepts of Criminal Justice

CREDIT HOURS 2.0 - 3.0

DESCRIPTION This course will examine how Brazil and the United States conceive of criminal justice.

LAW 7654 Ecosystem Management Law

CREDIT HOURS 2.0 - 3.0

DESCRIPTION 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 Management Law

CREDIT HOURS 1.0 - 3.0

DESCRIPTION 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 Law, Environmental Sustainability and Development

CREDIT HOURS 2.0 - 3.0

DESCRIPTION The first part of this course is an intensive, week-long field course in the city of Nova Friburgo, located in Rio de Janeiro state approximately two hours from Rio de Janeiro's international airport. During this week, students will both hear from and visit with different stakeholders competing for the resources of the extensive Tres Picos State Park, which abuts the city, and go on field trips related to their lectures and conversations. The speakers will be lawyers, government officials, engineers, biologists, farmers and environmental activists, among others. In this way, students will have a better grasp of the magnitude of the challenges facing park administrators and local governments as they work responsibly to manage natural resources taking into account the environmental, social, economic and political consequences of their decisions and activities. The second half of the course, which will take place in Rio de Janeiro, will be skills-based and will introduce students to negotiation and mediation techniques in the context of resolving questions like those disputes among stakeholders studied in the first week.

LAW 7657 Comparative Family Law

CREDIT HOURS 3.0

DESCRIPTION This course will explore and critically examine the intersection of law, family and society. Using various principles of jurisprudence, sociological theory, and empirical research, as well as guest speakers and site visits, to compare and contrast Brazilian and U.S. models of family formation and family dissolution. In addition, this course will examine how race, gender and class mediate relational power in whose family life is defined, regulated, and protected under the law versus whose family is created outside the shadow of the law. Topics include marriage, divorce, parent's and children's rights, "third party" rights, domestic violence, adoption, and reproductive technology.

LAW 7658 International & Comparative Health Law

CREDIT HOURS 3.0

DESCRIPTION Please see http://law.gsu.edu/metrogrowth/4866.html for information and details.

LAW 7659 Comparative Corporate Law: Governance/Transactions/Practice

CREDIT HOURS 2.0 - 3.0

DESCRIPTION Compares and contrasts the systems for regulating internal governance and corporate finance in various countries, with a primary emphasis on the United States and Brazil.

LAW 7661 Comparative Mergers and Acquisitions Law

CREDIT HOURS 2.0 OR 3.0

DESCRIPTION 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 and Community Improvement

CREDIT HOURS 2.0 - 3.0

DESCRIPTION Please see http://law.gsu.edu/metrogrowth/4866.html for information and details.

LAW 7664 International and Comparative Equality Law Seminar

CREDIT HOURS 2.0 - 3.0

DESCRIPTION Please see http://law.gsu.edu/metrogrowth/4866.html for information and details.

LAW 7665 Comparative Legal Institutions and Institutional Legitimacy

CREDIT HOURS 3.0

DESCRIPTION Please see http://law.gsu.edu/metrogrowth/4866.html for information and details.

LAW 7700 Business Succession Planning Capstone

CREDIT HOURS 4.0

PREREQUISITES LAW 7510, and either LAW 7127 or LAW 7110

DESCRIPTION LAW 7110 may be taken concurrently. 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 7800 Health Care Transactions and Regulatory Practicum

CREDIT HOURS 3.0

PREREQUISITES LAW 7240

DESCRIPTION This advanced health law course brings students together with practicing health law attorneys to learn and apply substantive laws and practical skills to handle a range of model health care transactions. Students will work in teams of associates under the supervision of the professor and one or more adjunct professors to engage in health care contract drafting, review, negotiations, regulatory analysis, legal memoranda, and professional advisement. The model health care transactions will involve fictitious clients and include hospital-physician agreements and health care joint ventures and/or acquisitions. Students will be evaluated on the basis of the completion of transactional projects, written work, and oral communication. Students will also receive ungraded feedback and opportunity to refine and improve final, graded work products. This course will count toward the Health Law Certificate lawyering skills requirement.

LAW 7801 Business Arbitration Practicum

CREDIT HOURS 3.0

DESCRIPTION This course brings together skills and substantive law in an experiential course where students engage in all aspects of a business arbitration proceeding. Students will learn the practice and procedure of business arbitration through a simulated arbitration proceeding. They will represent a claimant in initiating an arbitration from client intake and interviewing through filing a proceeding. Students will also work as defense counsel, interviewing and counseling their clients and answering a proceeding. Students will prepare for and complete a negotiation for either a claimant or a respondent and prepare for an arbitration hearing. Throughout the course, students will engage in best practices for case management and maintain a client file through electronic case management software. Students will receive substantial feedback on their work, including drafts. Participating students will develop valuable lawyering skills, case management procedures and gain experience in alternative dispute resolution methods.

LAW 8000 Externship Seminar

CREDIT HOURS 1.0

DESCRIPTION First-time externship students must enroll in this seminar IN ADDITION to the 3 credit S/U externship course. The one-hour seminar is graded.

LAW 8001 Externship – Spring semester

CREDIT HOURS 3.0

DESCRIPTION This course is the Externship component for the spring semester. Please see the Externship faculty for details.

LAW 8005 Externship – Summer semester

CREDIT HOURS 3.0

DESCRIPTION This course is the Externship component for the summer semester. Please see the Externship faculty for details.

LAW 8006 Summer I.P. Program In D.C.

CREDIT HOURS 4.0

DESCRIPTION This program will require students to work at the USPTO in Alexandria, Virginia. Students will be required to complete weekly assignments and an Atlanta patent lawyer will facilitate a one-hour weekly seminar. The class will be graded on an S/U scale and students will earn 4 credit hours upon successful completion of the program. This program will count toward total Externship hours allowed. Students who have taken two semesters of externships are not eligible to receive course credit.

LAW 8008 Externship – Fall semester

CREDIT HOURS 3.0

DESCRIPTION This course is the Externship component for the fall semester. Please see the Externship faculty for details.

LAW 9000 Introduction to U.S. Law

CREDIT HOURS 3.0

DESCRIPTION This course introduces LL.M. students whose first law degree was awarded by a law school in a foreign country to the concepts of law fundamental to, and the legal institutions operating within, the United States legal system. The course will include an overview of the U.S. legal system including the functions and procedures of civil and criminal courts. It also includes a survey of substantive legal topics that form a core of knowledge essential to the practice of law in the United States. This course is required for LL.M. students with a foreign law degree.

LAW 9001 Legal Writing and Analysis for LL.M. Students

CREDIT HOURS 3.0

DESCRIPTION Open to LL.M. students only. This course is designed to introduce foreign-trained lawyers to the basic principles of American legal analysis, writing and research. Assignments include multiple practice-focused assignments and drafting exercises. Students receive extensive guidance for their written work.

LAW 9002 Professional Responsibility – LL.M

CREDIT HOURS 3.0

DESCRIPTION This course focuses on the development of professional identity, ethical decision making, and the role of lawyers in society, and covers confidentiality, conflicts of interest, and the interpretation of the rules of professional conduct for LL.M students. As prescribed by the instructor, the course may also include discussion of other topics such as bar admission, attorney discipline, malpractice, ineffective assistance of counsel in criminal cases, judicial ethics, fees, advertising, solicitation and the ethics of the adversary system.

LAW 9003 Evidence – LL.M Limited to LL.M students

CREDIT HOURS 3.0

DESCRIPTION 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 9004 Lawyering Skills for LL.M. Students

CREDIT HOURS 3.0

DESCRIPTION Generally limited to foreign-trained lawyers in the LL.M. program. Other LL.M. students may enroll with written permission of the professor. The objective of this course is to educate foreign-trained lawyers in the LL.M. program about the dispute resolution mechanisms that provide viable alternatives to litigation and the appropriate uses of each method. Focusing mostly on American methods of dispute resolution, the course also covers international methods and venues for comparative purposes. Through readings, simulations and role plays, students will learn the theories and skills necessary for effective problem solving and advocacy in negotiation, mediation and arbitration. Political, practical and ethical issues raised by these alternatives are embedded in readings, class presentations and discussions, as well as in role plays.

LAW 9005 Thesis Research – LLM

CREDIT HOURS 1.0 - 6.0

DESCRIPTION

LAW 9006 LLM Research Methods in Law

CREDIT HOURS 2.0

DESCRIPTION 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 9010 LLM Constitutional Law II: Individual Liberties

CREDIT HOURS 3.0

DESCRIPTION (3) An examination of substantive due process, procedural due process, equal protection, state action and selected aspects of the Bill of Rights.

LAW 9010 LLM Constitutional Law II: Individual Liberties

CREDIT HOURS 3.0

DESCRIPTION (3) An examination of substantive due process, procedural due process, equal protection, state action and selected aspects of the Bill of Rights.

LT 7100 Design of Performance and Instructional Systems

CREDIT HOURS 1.0 - 3.0

DESCRIPTION This course provides students with an in-depth study of instructional design and technology topics such as Conducting Needs and Instructional Analysis; Instructional Strategies and Detailed Design; and Developing, Implementing, and Evaluating Instructional or Performance Systems. Topics may change. (Repeatable).

LT 7110 Instructional Design for School-Based Settings

CREDIT HOURS 3.0

DESCRIPTION This course provides students with the knowledge, skills, and dispositions needed to apply current principles of learning and instruction to the systematic design of learning experiences in school-based settings. Special attention is paid to topics specific to learning in school settings, including unit and lesson planning, learning, assessment, classroom management, content and technology standards, authentic learning, differentiation, cooperative learning, and the design, development, and management of learning experiences for both school-aged children and professional development for (adult learner) teacher populations. Students create an instructional or performance system in a real world context.

LT 7150 Analysis of Performance and Instructional Systems

CREDIT HOURS 3.0

DESCRIPTION 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.

LT 7360 Integrating Technology in School-Based Learning Environments

CREDIT HOURS 3.0

DESCRIPTION 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.

LT 7777 Inventing to Learn: Teaching and Learning with Maker Technologies

CREDIT HOURS 3.0

DESCRIPTION This course prepares teachers to take advantage of Maker technologies to support student learning. Students will learn to use a variety of technologies, including 3D printers and microcontrollers, while also exploring various pedagogical strategies that leverage these technologies. (Cross-listed with LT 3737).

LT 7975 Seminar for Graduate Assistants

CREDIT HOURS 3.0 - 18.0

REQUIREMENTS Course is graded as satisfactory/unsatisfactory

DESCRIPTION A minimum grade of "S" is required for this course. 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. (Repeatable).

LT 8000 Foundations of Instructional Technology

CREDIT HOURS 3.0

DESCRIPTION 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.

LT 8050 Evaluation and Assessment of Online Learning

CREDIT HOURS 3.0

DESCRIPTION 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.

LT 8090 Internet for Educators

CREDIT HOURS 3.0

DESCRIPTION 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.

LT 8100 Introduction to the Learning Sciences

CREDIT HOURS 3.0

DESCRIPTION This seminar will introduce students to fundamental topics in the learning sciences, an area that blends cognition with education, and theory with application. For most of the course, we will discuss predominant learning theories and current debates in the field. For the last third of the course, we will discuss applications of learning theories to educational technology.

LT 8110 Leadership in Instructional Technology

CREDIT HOURS 3.0

PREREQUISITES LT 7110 or permission of instructor

DESCRIPTION This course provides students with the knowledge, skills, and dispositions needed to a) inspire and lead the development and implementation of a shared vision for the effective use of technology to promote excellence and support transformational change throughout the school/district organization, and b) conduct needs assessments, develop technology-based professional learning programs, and design and implement regular and rigorous program evaluations to assess effectiveness and impact on student learning.

LT 8150 Project Management for Instructional Designers

CREDIT HOURS 1.0 - 3.0

DESCRIPTION This course provides students with the skills and knowledge of project management. Topics may vary. Examples of topics are Planning a Learning Development Project; Leading a Learning Development Project; Internal Consulting Skills for Effective Learning Project Managers. (Repeatable).

LT 8151 Planning a Learning Development Project

CREDIT HOURS 1.0

DESCRIPTION Students in this course will: a) define what is meant by the concept of project management as this concept applies to various instructional design and learning development projects; b) define the skills and competencies of an effective learning development project manager; c) define the basic phases in the life cycle of various learning development projects; d estimate the resources and the effort needed to complete a variety of learning development projects; and e) create an initial project plan in response to a client request.

LT 8152 Leading a Learning Development Project

CREDIT HOURS 1.0

DESCRIPTION Students in this course will: a) demonstrate the use of various project management software tools that are appropriate to learning development projects; b) create project management tools to track, manage, and report on projects to clients and stakeholders; and c) conduct effective team and client meetings.

LT 8153 Internal Consulting Skills for Effective Learning Project Managers

CREDIT HOURS 1.0

DESCRIPTION Students in this course will: a) determine how to match the appropriate project management competencies to various types of learning development projects; b)discuss internal consulting strategies to handle conflict and solve problems with team members, management, and stakeholders; and c) demonstrate the use of project management competencies for a real, or simulated, learning development project.

LT 8200 Diffusion and Adoption of Technological Innovation

CREDIT HOURS 3.0

DESCRIPTION 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.

LT 8300 Design Research in Practice

CREDIT HOURS 3.0

DESCRIPTION This course will facilitate the skills needed to locate, evaluate, interpret, utilize, and conduct Instructional Design and Technology Research. The particular interest of the course is to enrich students understanding of and capacity to conduct new approaches to educational research known by a variety of names such as "design experiments" and "design-based research," etc.

LT 8360 E-Learning Design and Development

CREDIT HOURS 3.0

DESCRIPTION Students design and develop multimedia tools for educational and training purposes while learning to use state of the art digital tools for instruction.

LT 8390 Analysis of Education, Training, and Performance Support Centers

CREDIT HOURS 3.0

DESCRIPTION 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.

LT 8400 Developing Digital Multimedia for Learning

CREDIT HOURS 3.0

DESCRIPTION This graduate level course is designed to guide students through the basics of developing digital multimedia objects for learning. After completing the course, students should be able to make sound and informed decisions about the selection, design, and development of digital multimedia; and demonstrate basic/intermediate digital multimedia authoring skills.

LT 8420 Topics in Instructional Technology

CREDIT HOURS 3.0

DESCRIPTION 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).

LT 8440 E-Learning Environments

CREDIT HOURS 3.0

DESCRIPTION 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.

LT 8500 Advanced Instructional Design

CREDIT HOURS 3.0

PREREQUISITES LT 7100

DESCRIPTION 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.

LT 8550 Human Performance Technology

CREDIT HOURS 3.0

PREREQUISITES LT 7150 or consent of instructor

DESCRIPTION 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.

LT 8660 Internship in Instructional Technology

CREDIT HOURS 3.0

PREREQUISITES consent of instructor

DESCRIPTION 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).

LT 8810 Directed Readings and Research in Learning Technologies

CREDIT HOURS 1.0 - 9.0

DESCRIPTION Provides opportunity for students to focus attention on a specific area of interest in learning technologies not covered in regular course offering. Directed reading may extend beyond one term. (Repeatable).

LT 8950 Evaluation of Instructional Technologies

CREDIT HOURS 3.0

DESCRIPTION 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.

LT 9850 Research Seminar in Learning Technologies

CREDIT HOURS 1.0 - 3.0

REQUIREMENTS A minimum grade of "S" is required for this course

DESCRIPTION Considers the identification, planning, and implementation of advanced research projects. Seminar may extend beyond one term. (Repeatable).

LT 9900 Critique of Educational Research in Learning Technologies

CREDIT HOURS 3.0

REQUIREMENTS A minimum grade of "C" is required for this course

DESCRIPTION Students critically examine theoretical and empirical work in their fields and in the area of research focus.

LT 9990 Dissertation

CREDIT HOURS 1.0 - 18.0

REQUIREMENTS Course is graded as satisfactory/unsatisfactory

DESCRIPTION A minimum grade of "S" is required for completion of the dissertation. Involves the research and writing of the doctoral dissertation. Dissertation may extend beyond one term. (Repeatable).

LGLS 8350 The Law and Business of Immigration (same as Law 7328)

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS None

DESCRIPTION This course examines immigration, labor, and employment issues from law and business perspectives. The course covers employers obligations to verify workers immigration status, the visas available to foreign workers, and employer liability for the hiring and employment practices of subcontractors. It also explores the standing of immigrant workers under labor and employment laws and international labor supply and demand issues from the perspectives of workers and employers. The course is interdisciplinary and highly participatory and exposes students both to doctrinal legal questions and to the realities of employing, and representing, immigrant workers.

LGLS 8389 Directed Readings in Legal Studies

CREDIT HOURS 1.0 - 3.0

PREREQUISITES Consent of the instructor, good academic standing

DESCRIPTION

LGLS 8450 Legal Environment of Health Care (Same as HA 8450)

CREDIT HOURS 3.0

PREREQUISITES Consent of the instructor

REQUIREMENTS CSP: 1, 6

DESCRIPTION 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.

MGS 8020 Business Intelligence

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1,2,3,4,5,6

DESCRIPTION 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 8040 Data Mining

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1, 2, 3, 4, 5, 6

DESCRIPTION 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 8110 Applied Regression Analysis

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1, 6

DESCRIPTION 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 8140 Management Science

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1,3,4,7

DESCRIPTION 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 HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1, 2, 3, 4, 5, 6

DESCRIPTION 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 8170 Statistical Modeling

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1, 6

DESCRIPTION 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 8200 Introduction to the Management of People, Processes and Projects

CREDIT HOURS 3.0

DESCRIPTION he purpose of this course is to provide a solid foundation in the key theories and tools of systems thinking, communication, problem solving and critical thinking in management contexts and in the basic components of organizations. Students will apply these tools and conceptual knowledge to basic problems of people, processes and projects in organizations.

MGS 8300 Human Resource Management

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS None

DESCRIPTION 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 and Ethical Environment of Human Resource Management

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS None

DESCRIPTION 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 Designing Talent Acquisition and Development Systems

CREDIT HOURS 3.0

PREREQUISITES MGS 8300

REQUIREMENTS None

DESCRIPTION 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 8389 Directed Reading in Managerial Science

CREDIT HOURS 1.0 - 3.0

PREREQUISITES Consent of instructor, good academic standing

DESCRIPTION

MGS 8390 Total Rewards Systems

CREDIT HOURS 3.0

REQUIREMENTS None

DESCRIPTION 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 8410 Financial and Managerial Decisions: A Study Abroad Experience

CREDIT HOURS 3.0

PREREQUISITES MBA 8000 or MBA 8135 or MGS 8200

REQUIREMENTS CSP: 1, 2, 7

DESCRIPTION Cross listed with FI 8410. This study abroad program provides an opportunity to examine the business climate in foreign markets, with field experience in a specific foreign market. Students will gain insight into financial and managerial issues, with emphasis on the capital structure of firms, the organization of financial markets, and cross-cultural influence on corporate governance practices and managerial decision making and entrepreneurship. The in-country experience will allow students to observe and discuss first-hand how companies work within that market.

MGS 8420 Enhancing Leadership Skills

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1, 6, 7

DESCRIPTION This course identifies the roles of leadership coaching and links the applications of behavioral theory to the coaching process. The course enables students to apply appropriate assessment activities, goal-setting activities, communication processes, well-designed interventions, and feedback activities to an effective coaching process. This course focuses on one-on-one coaching relationships.

MGS 8430 Negotiation

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS None

DESCRIPTION This course is designed to help students become better negotiators by understanding and practicing the negotiation strategies and tactics appropriate for different situations. These situations range from simple buying and selling to establishing long-term agreements with key business partners. Advanced topics such as agent-principal negotiations and multi-party negotiations are also included. The course is a general treatment of negotiation that is useful to students from a broad range of majors.

MGS 8435 Power in Organizations

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1, 6, 7

DESCRIPTION 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 8450 Leading Organizational Change

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS None

DESCRIPTION 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: Leading Implementation of Strategy

CREDIT HOURS 3.0

PREREQUISITES It is recommended that students take MGS 8420 or a similar course prior to taking MGS 8455

REQUIREMENTS CSP: 1, 7

DESCRIPTION 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 8500 Entrepreneurship and Enterprise

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1, 2, 6, 7

DESCRIPTION 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 HOURS 3.0

PREREQUISITES MGS 8500; or consent of instructor

REQUIREMENTS CSP: 1, 2, 6, 7

DESCRIPTION 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 8590 Field Study in Entrepreneurship

CREDIT HOURS 3.0

PREREQUISITES Consent of instructor

REQUIREMENTS CSP: None

DESCRIPTION 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 8710 Logistics and Supply Chains

CREDIT HOURS 3.0

PREREQUISITES Consent of the instructor

REQUIREMENTS None

DESCRIPTION This course covers the design of information and decision systems for allocating resources and scheduling activities. Topics include inventory control,capacity planning, material and resource requirements planning, and the design of computer-based systems for integrated planning and logistics managements (supply chain event management).

MGS 8730 Project Management

CREDIT HOURS 3.0

PREREQUISITES An introductory course in probability and statistics

REQUIREMENTS None

DESCRIPTION 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 HOURS 3.0

PREREQUISITES Consent of instructor

REQUIREMENTS CSP: None

DESCRIPTION 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 8760 Quality Management

CREDIT HOURS 3.0

PREREQUISITES Consent of instructor

REQUIREMENTS CSP: None

DESCRIPTION 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 Operation Management

CREDIT HOURS 3.0

PREREQUISITES Consent of instructor

REQUIREMENTS CSP: 1, 2, 3

DESCRIPTION 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 HOURS 3.0

PREREQUISITES Consent of the instructor

REQUIREMENTS None

DESCRIPTION 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 9150 Reading Seminar in the Decision Sciences

CREDIT HOURS 3.0

PREREQUISITES Consent of the instructor

REQUIREMENTS CSP: None

DESCRIPTION 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 Seminar in Human Resource Management

CREDIT HOURS 3.0

PREREQUISITES Consent of the instructor

REQUIREMENTS CSP: None

DESCRIPTION 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 9389 Directed Reading in Managerial Sciences

CREDIT HOURS 3.0

PREREQUISITES Consent of the instructor and PhD coordinator; good academic standing

DESCRIPTION Requiresents: CSP: None. 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 Organizational Behavior

CREDIT HOURS 3.0

PREREQUISITES Consent of the instructor

REQUIREMENTS CSSP: None

DESCRIPTION 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 Seminar in Organization Design and Implementation

CREDIT HOURS 3.0

PREREQUISITES Consent of the instructor

REQUIREMENTS CSP: None

DESCRIPTION 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 9470 Seminar in Advanced Topics in Contemporary Behavior

CREDIT HOURS 3.0

PREREQUISITES Consent of instructor

REQUIREMENTS CSP: None

DESCRIPTION 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 9610 Seminar in Competitive Strategy

CREDIT HOURS 3.0

PREREQUISITES Ph. D

REQUIREMENTS CSP: 1, 6, 7

DESCRIPTION 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 9640 Seminar in Strategy Formulation

CREDIT HOURS 3.0

PREREQUISITES Ph.D. student status

REQUIREMENTS CSP: 1, 6, 7

DESCRIPTION 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 9920 Probability and Statistical Theory I

CREDIT HOURS 3.0

PREREQUISITES MGS 9910 and introductory statistics equivalent to MATH 1070

DESCRIPTION Requiremnts: 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 9940 Design and Conduct of Experiments

CREDIT HOURS 3.0

PREREQUISITES MGS 9920

DESCRIPTION Requiremnts: 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 HOURS 3.0

PREREQUISITES MGS 9920 and BA 6000

REQUIREMENTS CSP: 1, 6

DESCRIPTION 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 HOURS 3.0

PREREQUISITES MGS 9950

REQUIREMENTS CSP: 1, 6

DESCRIPTION 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 8000 Information Technology Project Management

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1, 2, 3, 4, 5, 6, 7, 8

DESCRIPTION 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 Business Process Innovation

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1, 4, 5, 7

DESCRIPTION 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 Mobile and Wireless Information Systems

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CPS: 1, 2, 3, 4, 5, 6, 7, 8

DESCRIPTION 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 and Privacy of Information and Information Systems, Same as Acct 8680

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1, 2, 3, 4, 5, 6, 7, 8

DESCRIPTION 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 HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1, 2, 3, 4, 5, 6, 7, 8

DESCRIPTION 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 Management of Information Services

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1, 2, 3, 4, 5, 6, 7, 8

DESCRIPTION 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 HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1, 4, 5, 6, 7

DESCRIPTION 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 HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1, 2, 3, 4, 5, 6, 7, 8

DESCRIPTION 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 Finance & Accounting for IT Managers

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1, 2, 3, 4, 5, 6, 7, 8

DESCRIPTION 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 Organizational Change Management

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 0.0 - 6.0

DESCRIPTION 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 8010 Marketing Metrics

CREDIT HOURS 3.0

PREREQUISITES MBA 8145

DESCRIPTION This course is designed to emphasize and teach the critical role of analysis in marketing decision-making. Drawing on concepts from economics, finance, and accounting, as well as best-practice marketing metrics, the course will present a series of metrics designed to guide marketers in formulating and evaluating key decisions. Students will also learn to evaluate and analyze marketing problems presented in the form of case analyses.

MK 8100 Buyer Behavior

CREDIT HOURS 3.0

PREREQUISITES MBA 8145

REQUIREMENTS CSP: None

DESCRIPTION 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 8200 Marketing Research

CREDIT HOURS 3.0

PREREQUISITES MBA 8145

REQUIREMENTS CSP: 1, 2, 6

DESCRIPTION Marketing research focuses on the generation of primary data to improve decisions. This course helps students determine when research should be conducted and on designing the appropriate means for gethering and interpreting informa- tion. The course examines a range of methods of data collection made possible and develops skills in converting data to useful information that will improve marketing efforts. The course uses client-based group projects, extensive hands-on assignments, and readings to develop con- ceptual, analytical and communication skills.

MK 8300 Marketing Communications and Promotions

CREDIT HOURS 3.0

PREREQUISITES MBA 8145

REQUIREMENTS CSP: None

DESCRIPTION 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 HOURS 3.0

PREREQUISITES MBA 8145

REQUIREMENTS CSP: 1, 2, 6, 7

DESCRIPTION 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 Strategic Sales Leadership

CREDIT HOURS 3.0

PREREQUISITES MBA 8145

REQUIREMENTS CSP: 1, 2, 6, 7

DESCRIPTION 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 Directed Readings in Marketing

CREDIT HOURS 1.0 - 3.0

PREREQUISITES MBA 8145, consent of the instructor, good academic standing

DESCRIPTION

MK 8391 Marketing Internship

CREDIT HOURS 1.0

PREREQUISITES Approval of department, successful completion of MBA 8145, and enrollment as either a marketing major or a marketing concentration in the MBA program

REQUIREMENTS CSP: None

DESCRIPTION (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 8410 Logistics Management

CREDIT HOURS 3.0

PREREQUISITES MBA 8145

REQUIREMENTS CSP: 1

DESCRIPTION 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 Marketing

CREDIT HOURS 3.0

PREREQUISITES MBA 8145

REQUIREMENTS CSP: None

DESCRIPTION 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 HOURS 3.0

PREREQUISITES MBA 8145

REQUIREMENTS CSP: None

DESCRIPTION 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 HOURS 3.0

PREREQUISITES MBA 8145

REQUIREMENTS CSP: 1, 2, 3

DESCRIPTION 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 Marketing

CREDIT HOURS 3.0

PREREQUISITES MBA 8145

REQUIREMENTS CSP: 1, 2, 3, 4, 7

DESCRIPTION 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 8705 Digital Marketing Analytics

CREDIT HOURS 3.0

PREREQUISITES MBA 8145

REQUIREMENTS CSP: 1, 2, 3, 4, 7

DESCRIPTION This course offers a comprehensive understanding of the digital and social media marketing landscape (including search engines, popular social media platforms, mobile phones etc.) with an emphasis on state-of-the-art analytical tools and metrics required to succeed in the digital marketing space. Based on this understanding, students will learn how to measure, track, monitor and hence improve, optimize and efficiently manage different marketing programs in digital and social media platforms.

MK 8710 Customer Relationship Management

CREDIT HOURS 3.0

PREREQUISITES MBA 8145

REQUIREMENTS CSP: 1,2,6

DESCRIPTION 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 regardless 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 8715 Brand and Customer Analytics

CREDIT HOURS 3.0

PREREQUISITES MBA 8145

REQUIREMENTS CSP: 1, 2, 3, 4, 6, 7

DESCRIPTION This course is designed to teach analytic techniques related to brand and customer management. Students will gain experience with state of the art techniques, such as the efficient allocation of marketing resources, new product management, effective branding strategy and customer engagement value, which includes customer lifetime value and customer referral value.

MK 8720 Direct and Database Marketing

CREDIT HOURS 3.0

PREREQUISITES MBA 8145

REQUIREMENTS CSP: 1, 2, 4, 6

DESCRIPTION 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 8730 Marketing Engineering

CREDIT HOURS 3.0

PREREQUISITES MBA 8145

REQUIREMENTS CSP: 1, 2, 4, 6

DESCRIPTION The objective of this course is to show the benefits of using a systematic and analytical approach to marketing decision-making, and to build skills and confidence in undertaking such analyses and decision making. An analytical approach will enable one to: (1) identify alternative marketing options and actions, (2) calibrate the opportunity costs associated with each option, and (3) choose one or more options that have the highest likelihood of achieving business goals. Completing this course will enable making the ROI case for marketing expenditures that companies are increasingly asking of their executives.

MK 8800 Marketing Services Strategically

CREDIT HOURS 3.0

PREREQUISITES MBA 8145

REQUIREMENTS CSP: 1, 2, 6, 7

DESCRIPTION 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 9200 Seminar in Marketing

CREDIT HOURS 3.0

PREREQUISITES MBA 8145

REQUIREMENTS CSP: Noe

DESCRIPTION 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.

MBA 7025 Statistical Business Analysis

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1,2,4,6, 7

DESCRIPTION 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 Manager

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1,2,6, 7

DESCRIPTION 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 in the Global Economy

CREDIT HOURS 3.0

DESCRIPTION Managing in the Global Economy provides students with an integrated managerial framework based on economic principles to facilitate effective decision making across and within functional areas, across and within global borders, and across and within organizational boundaries. Students will learn to formulate strategic decisions and to face complex challenges through lecture, case study, discussion and exercises that emphasize critical thinking within an economic paradigm. Key concepts include the power of markets, the influence of technology on markets and organizations, the impact of incentives on actions, and how information influences decisions and actions.

MBA 8015 Strategic Business Communication

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1, 6, 7

DESCRIPTION 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 Financial Statement Analysis

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1,2,4,6, 7

DESCRIPTION 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 Legal Environment: Ethics and Corporate Governance

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1,2,6, 7

DESCRIPTION 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 masters 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 Data Driven Decision Making

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CPS: 1,2,3,4,5,6, 7 and 8

DESCRIPTION Evidence based decision making is critical to an organizations ability to compete in the global economy. This course explores the role of data in driving decisions made by managers across and within functional boundaries. Specifically, students learn to understand, visualize and present data that supports organizational decision making processes. They also learn how to create data driven models such as regression and decision trees to make decisions to address critical challenges faced by organizations and society. The course features hands-on exercises with appropriate software.

MBA 8045 Analytics Experience

CREDIT HOURS 1.5

PREREQUISITES MBA 8000 and MBA 8025

COREQUISITES MBA 8040

DESCRIPTION The Analytics Experience gives students the opportunity to work on real world data analytics problems and apply analytical techniques to solve a diverse set of problems. The course is housed in the Insight Lab, the big-data analytics facility where analytics students and faculty conduct research and work with companies on obtaining analytical insights from data. It also teaches students to find solutions to big data challenges facing real companies and organizations. The specific problems that students will address depend on what research projects and company projects are ongoing at the time of the course. Student teams will compete to produce and communicate the best solution.

MBA 8115 Managerial Accounting and Control Systems

CREDIT HOURS 1.5

PREREQUISITES MBA 8000 and MBA 8025

COREQUISITES MBA 8015 and MBA 8030 and MBA 8040 and MBA 8045

REQUIREMENTS None

DESCRIPTION This course demonstrates how managerial accounting and control systems can help managers make affective operating and strategic decisions within the firm. In particular, this course uses cases and other materials to demonstrate how cost, planning, and performance measurement systems can help managers increase the effectiveness of small and large firms within their current and future operating environment. To help students develop the analytical skills necessary for evaluating alternative designs of control systems, this course also introduces economic and behavioral theories of managerial control.

MBA 8125 Digital Innovation

CREDIT HOURS 3.0

PREREQUISITES MBA 8000 and MBA 8025 and MBA 8040

COREQUISITES MBA 8015 and MBA 8030 and MBA 8045

REQUIREMENTS CSP: 1, 6

DESCRIPTION This course develops competencies necessary for professionals to harness the power of digital innovation in business and society. Students will learn how established and entrepreneurial firms can leverage digital innovation to transact with markets, to source goods/services, to develop real-time context-aware processes, and to attract equity. Topics include how to leverage information technology (IT) to innovate business models, how to digitize products and servcies, how to apply business analytics to derive insights from structured and unstructured data, and how to leverage the power of Big Data for digital innovation. Students will also learn how to keep pace with IT developments that generate new capabilities, disrupt existing business models, and give rise to new business models.

MBA 8135 Corporate Finance

CREDIT HOURS 3.0

PREREQUISITES MBA 8000 and MBA 8025

COREQUISITES MBA 8015 and MBA 8030

REQUIREMENTS CSP: 1,2,3,6,7,8

DESCRIPTION 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 HOURS 3.0

PREREQUISITES MBA 8000 and MBA 8025

COREQUISITES MBA 8015and MBA 8030

REQUIREMENTS CSP: 1,2,3,4,7

DESCRIPTION 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 HOURS 3.0

PREREQUISITES MBA 8000and MBA 8025

COREQUISITES MBA 8015 andMBA 8030

REQUIREMENTS CSP: 1,2,6,7

DESCRIPTION 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 and Organizational Behavior

CREDIT HOURS 3.0

PREREQUISITES MBA 8000 and MBA 8025

COREQUISITES MBA 8015 and MBA 8030

REQUIREMENTS CSP: 1,6,7

DESCRIPTION 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 8820 Global Competitive Strategy

CREDIT HOURS 3.0

PREREQUISITES All of the Functional Core course requirements, must apply to take the capstone core courses

REQUIREMENTS CSP: 1, 2, 4, 6

DESCRIPTION This course explores methods of directing an entire organ- ization or a significant division in an internationally competitive environment. The perspective is that of the general manager who must integrate many business fuctions to successfully lead a multinational organization. Topics include the identification of organizational competence in light of external environmental and international condi- tions, the development of business/corporate strategy that addressed the international marketplace, and the internal processes required for successful implementation of that strategy.

MRM 8000 Introduction to Analytical Programming and Numerical Methods Prerequisite: Admission to the MRM program or consent of the instructor Requirements: CSP: None

CREDIT HOURS 2.0

DESCRIPTION This course is an introduction to analytical programming and numerical methods. The objective is to learn how to develop algorithms and computer code for scientific computing with a view towards the practical application of mathematical models in risk management, insurance, economics, finance, and related fields. The course emphasizes the principles and numerical techniques used to turn algorithms into reliable and efficient computer programs.

MRM 8320 Stochastic Risk Management Models

CREDIT HOURS 3.0

PREREQUISITES MBA 8135

REQUIREMENTS CSP: None

DESCRIPTION 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 Readings in Mathematical Risk Management

CREDIT HOURS 1.0 - 3.0

PREREQUISITES consent of the instructor, good academic standing

DESCRIPTION

MRM 8600 Theory of Risk Sharing

CREDIT HOURS 3.0

PREREQUISITES MBA 8135

COREQUISITES FI 8000

REQUIREMENTS CSP: None

DESCRIPTION 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 HOURS 3.0

PREREQUISITES MBA 8135 and FI 8000 concurrenctly

REQUIREMENTS CSP: 1, 2, 7

DESCRIPTION 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 Quantitative Financial Risk Models

CREDIT HOURS 3.0

PREREQUISITES MRM 8600

COREQUISITES MRM 8610

REQUIREMENTS CSP: NoneL

DESCRIPTION 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 Interest Rate Models

CREDIT HOURS 3.0

PREREQUISITES MRM 8600 and MRM 8610

REQUIREMENTS CSP: 1, 2, 7

DESCRIPTION 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.

MRM 8640 Advanced Credit Risk Models

CREDIT HOURS 3.0

PREREQUISITES MRM 8000 and MRM 8600 and MRM 8610

DESCRIPTION The course introduces students to the most important theoretical and operational aspects of credit risk models. The content is organized in six modules, which cover single and multi-name credit products, reduced form and structural models of credit risk, as well as fundamentals of counterparty risk pricing and management. The course provides a rigorous introduction to credit risk modeling and management methodologies that are relevant for risk managers, asset managers, structurers, and traders working across different asset classes.

MATH 6010 Mathematical Biology

CREDIT HOURS 3.0

PREREQUISITES MATH 2212 or MATH 1220 with grade of C or higher

DESCRIPTION (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 6030 Mathematical Music Theory

CREDIT HOURS 3.0

DESCRIPTION Specific aspects of group theory, algebraic combinatorics on words, similarity and distance measures,topology and geometry, and topos theory that are used in the analysis of general objects of music (scales, chords, rhythmic patterns) as well as in specific applications (development of software, music cognition, analysis of pieces from different time periods and genres). Acquire a repertoire of mathematical tools and techniques that are not always covered in the core courses of the major.

MATH 6211 Optimization

CREDIT HOURS 3.0

PREREQUISITES MATH 3435 or MATH 3030 with a grade of C or higher

DESCRIPTION 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 HOURS 3.0

PREREQUISITES MATH 3000

DESCRIPTION Complex numbers, analytic functions, complex series, Cauchy theory, residue calculus, conformal mapping.

MATH 6258 Vector Calculus

CREDIT HOURS 3.0

PREREQUISITES MATH 2215

DESCRIPTION (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 HOURS 3.0

PREREQUISITES A course in ordinary differential equations

DESCRIPTION (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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

PREREQUISITES MATH 3000 with grade of C or higher

DESCRIPTION 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 HOURS 3.0

PREREQUISITES MATH 3000

DESCRIPTION Euclidean and non-Euclidean geometry, including incidence, order, and the parallel postulate.

MATH 6381 General Topology

CREDIT HOURS 3.0

PREREQUISITES Grade of C or higher in MATH 3000

DESCRIPTION This course will provide an introduction to general topology, which is the study of spaces and how to classify spaces according to their characteristic properties. The class will begin with a brief review of basic set theory and metric spaces. Topics covered include topological spaces, continuous functions, topological properties (connectedness, compactness, countability, and separation axioms), the fundamental group, and covering spaces.

MATH 6382 Algebraic Topology

CREDIT HOURS 3.0

PREREQUISITES Grade of C or higher in General Topology (MATH 4381/6381) and Modern Algebra I (MATH 4441)

DESCRIPTION This course will provide an introduction to methods in algebraic topology. Topics covered include fundamental groups, covering space theory, simplicial complexes, simplicial homology, singular homology, singular cohomology, and higher homotopy groups.

MATH 6420 Graph Theory

CREDIT HOURS 3.0

PREREQUISITES MATH 3000

DESCRIPTION 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 II

CREDIT HOURS 3.0

PREREQUISITES MATH 3435 with grade of C or higher

DESCRIPTION Theory and applications of matrix algebra, vector spaces, and linear transformations. Topics include matrix representations of linear transformations, eigenvalues and eigenvectors, similarity, the spectral theorem, and orthogonality. 3.0 Credit hours.

MATH 6441 Modern Algebra I

CREDIT HOURS 3.0

PREREQUISITES MATH 3435 and MATH 3000 with grades of C or higher, or equivalents

DESCRIPTION Axiomatic approach to algebraic structures, groups, permutations, homomorphisms, and factor groups.

MATH 6442 Modern Algebra II

CREDIT HOURS 3.0

PREREQUISITES MATH 4441/6441

DESCRIPTION Rings, integral domains, and fields; polynomials over a field, matrices over a field, algebraic numbers and ideals.

MATH 6444 Polynomials

CREDIT HOURS 3.0

PREREQUISITES MATH 3000 with grade of C or higher

DESCRIPTION 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 HOURS 3.0

PREREQUISITES MATH 3000

DESCRIPTION Properties of integers, divisibility, congruence of numbers. Lagrange's theorem, residues, Diophantine problems.

MATH 6544 Biostatistics

CREDIT HOURS 3.0

PREREQUISITES BIOL 1107K, BIOL 1108K, and MATH 2211

DESCRIPTION Principles and methods of statistics as applied to biology and medicine.

MATH 6547 Introduction to Statistical Methods

CREDIT HOURS 3.0

PREREQUISITES a course in calculus

DESCRIPTION Data analysis, sampling, and probability; standard methods of statistical inference, including t-tests, chi-square tests, and nonparametric methods. Applications include use of a statistical computer package.

MATH 6548 Methods of Regression and Analysis of Variance

CREDIT HOURS 3.0

PREREQUISITES a course in calculus and a course covering methods of statistical inference

DESCRIPTION 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 HOURS 3.0

PREREQUISITES MATH 2215 and the ability to program in a high-level language

DESCRIPTION (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 HOURS 3.0

PREREQUISITES MATH 3030 or MATH 3435, and the ability to program in a high-level language

DESCRIPTION (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 6661 Analysis I

CREDIT HOURS 3.0

PREREQUISITES Corequisite: MATH 4435/6435

DESCRIPTION The real number system, basic topology of metric spaces, sequences and series, limits and continuity.

MATH 6662 Analysis II

CREDIT HOURS 3.0

PREREQUISITES MATH 4661/6661 with grade of C or higher

DESCRIPTION Differentiation of real functions, Riemann integrals, sequences and series of functions, differentiation and integration of functions of several variables.

MATH 6751 Mathematical Statistics I

CREDIT HOURS 3.0

PREREQUISITES MATH 2215

DESCRIPTION Probability, random variables and their distributions, mathematical expertation, moment generating functions, sampling distributions.

MATH 6752 Mathematical Statistics II

CREDIT HOURS 3.0

PREREQUISITES MATH 4751/6751

DESCRIPTION Theory of estimation and hypothesis testing, applications of statistical inference, introduction to regression and correlation.

MATH 7000 Thinking Mathematically: Introduction to Proof

CREDIT HOURS 3.0

PREREQUISITES Admission to a graduate program for the preparation of Secondary Mathematics teachers (this requires at a minimum the complete calculus sequence)

DESCRIPTION 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 Foundations of Numbers and Operations

CREDIT HOURS 3.0

PREREQUISITES Admission to a graduate program for middle childhood education

DESCRIPTION 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 HOURS 3.0

PREREQUISITES MATH 7008 with grade of C or higher or consent of instructor

DESCRIPTION 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 Introduction to Probability and Statistics

CREDIT HOURS 3.0

PREREQUISITES MATH 7008 with grade of C or higher or consent of instructor

DESCRIPTION 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 HOURS 3.0

PREREQUISITES MATH 7008 with grade of C or higher

DESCRIPTION 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 7420 Applied Combinatorics

CREDIT HOURS 3.0

PREREQUISITES MATH 2212 or MATH 2420 with grade of C or higher

DESCRIPTION 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 problems and solving strategies

CREDIT HOURS 3.0

PREREQUISITES MATH 2212 with a grade of B or better or permission from the instructor

DESCRIPTION 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 7820 Historical and Cultural Development of Mathematics I

CREDIT HOURS 3.0

DESCRIPTION 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 Historical and Cultural Development of Mathematics II

CREDIT HOURS 3.0

PREREQUISITES MATH 3000 with grade of C or higher

DESCRIPTION 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 8110 Real Analysis I

CREDIT HOURS 3.0

PREREQUISITES MATH 4662/6662

DESCRIPTION Topological and metric spaces, measures, and abstract integration.

MATH 8120 Real Analysis II

CREDIT HOURS 3.0

PREREQUISITES MATH 8110

DESCRIPTION Topics include: function spaces, general measure and integration theory, elements of Banach and Hilbert space theory.

MATH 8200 Advanced Matrix Analysis

CREDIT HOURS 3.0

PREREQUISITES Prerequisite: MATH 4435 or MATH 6435 with a grade of C or higher, or equivalent

DESCRIPTION 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 HOURS 3.0

PREREQUISITES MATH 8200 with grade of C or higher

DESCRIPTION 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 in Applied Matrix Analysis

CREDIT HOURS 3.0

PREREQUISITES MATH 8200 with grade of C or higher

DESCRIPTION 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 HOURS 3.0

PREREQUISITES MATH 4442/6442 with grade of C or higher

DESCRIPTION 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 HOURS 3.0

PREREQUISITES MATH 8220 with grade of C or higher

DESCRIPTION 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 HOURS 3.0

DESCRIPTION May be taken more than once if topics are different.

MATH 8240 Introduction to Commutative Algebra and Algebraic Geometry

CREDIT HOURS 3.0

PREREQUISITES MATH 8220 with grade of C or higher

DESCRIPTION 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 HOURS 3.0

PREREQUISITES MATH 8220 with grade of C or higher

DESCRIPTION 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 of Functions of a Complex Variable

CREDIT HOURS 3.0

PREREQUISITES MATH 4662/6662

DESCRIPTION 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 8360 Topics in Analysis

CREDIT HOURS 3.0

PREREQUISITES MATH 8110 with grade of C or higher

DESCRIPTION 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 HOURS 3.0

PREREQUISITES MATH 6420

DESCRIPTION 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 HOURS 3.0

PREREQUISITES MATH 6420

DESCRIPTION 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 The Probabilistic Method in Combinatorics

CREDIT HOURS 3.0

PREREQUISITES MATH 8440 with grade of C or higher

DESCRIPTION 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 8460 Topological Graph Theory

CREDIT HOURS 3.0

PREREQUISITES MATH 6420 (Graph Theory) with a grade of C or higher

DESCRIPTION This course studies embeddings of graphs in surfaces, and graphs as topological spaces. The topics may include planar graphs, surfaces, combinatorial embeddings, contractibility of cycles, the genus problem, the width of embeddings, embedding extensions and obstructions, tree-width and the excluded minor theorem, colorings of graphs on surfaces. Credit Hours: 3.0.

MATH 8500 Systems Biology

CREDIT HOURS 3.0

PREREQUISITES Grade of C or higher in MATH 6010 or MATH 6275

DESCRIPTION Cross-listed with NEUR 8500. This course provides an introduction to systems biology from mathematical modeling point of view. It will introduce biology students to mathematical modeling, and mathematical students to systems biology. Biological topics will include gene systems, protein systems, metabolic systems and signaling systems. Mathematical tools will include basic modeling concepts, approximation, static networks, linear vs. nonlinear systems and how to linearize nonlinear systems, and parameter estimation and optimization. Specific case studies will include integrative analysis of genome, protein, and metabolite data, systems biology in medicine and drug development, and synthetic biology.

MATH 8501 Math Modeling of Epidemiology

CREDIT HOURS 3.0

PREREQUISITES Grade of C or higher in MATH 4010 /6010 Mathematical Biology, basic probability, statistics, and programming skills

DESCRIPTION Infectious Disease Epidemiology. The course covers fundamentals of developing and applying mathematical models of the spread and control of infectious diseases including influenza, Ebola, dengue, and HIV/AIDS. At the end of the course, students will be able to design and analyze new models of disease transmission and use these models to assess the effect of control interventions.

MATH 8505 Advanced Mathematical Biology

CREDIT HOURS 3.0

PREREQUISITES Grade of C or higher in MATH 6010 (BIOL 6930) or MATH 6275 or MATH 8510, or with permission from the instructor

DESCRIPTION Cross-listed with NEUR 8395 and BIOL 8505. This graduate level course extends mathematical methods and models of biological systems, covered in MATH 4010/6010 (BIOL 6930) Mathematical Biology. The main focus will be on multidimensional and spatial models of biological systems. The topics will include the dispersal of biological populations and age structure on population growth; rates of spread of invading organisms and population persistence; branching random walks and chain reactions; stochastic and Markov models of biological systems; cellular automata models with deterministic and stochastic rules, related to the infectious disease transmission and control; the Game of Life, and pattern formation in biological networks of different nature.

MATH 8510 Applied Mathematics

CREDIT HOURS 3.0

PREREQUISITES MATH 4661/6661

DESCRIPTION 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 Foundations of Neuroscience

CREDIT HOURS 3.0

PREREQUISITES MATH 4010/6010, MATH 4275/6275, or PHYS 4180/6180 with grade of C or higher

DESCRIPTION (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 Applied Combinatorics and Graph Theory

CREDIT HOURS 3.0

PREREQUISITES CSC 6520

DESCRIPTION (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 8525 Applied Stochastic Processes Prerequisite: MATH 4752/6752 Mathematical Statistics II or MATH 4010/6010 Mathematical Biology

CREDIT HOURS 3.0

DESCRIPTION This course deals with stochastic processes taking place at different spatial and temporal scales, with the emphasis on simulation and analysis of biological processes. Topics include Probabilistic and deterministic models, Discrete and Continuous Probability Distributions, Poisson processes, Discrete and Continuous Markov Chains, Discrete Time Branching Processes, Continuous Birth and Death Processes, Population Dynamics, and Stochastic Differential Equations. The potential biological applications include logistic growth processes, epidemic models, enzyme kinetics, competition processes, stochastic ion channels and random walk models for neural spike trains. 3.0 Credit Hours.

MATH 8530 Topics in Applied Mathematics

CREDIT HOURS 3.0

DESCRIPTION May be taken more than once if topics are different.

MATH 8535 Applied Matrix Algebra

CREDIT HOURS 3.0

PREREQUISITES MATH 4435/6435 with a grade of C or higher

DESCRIPTION Matrix algebra: its concepts, results, techniques and methods applicable to statistics, bioinformatics, neuroscience, systems biology, economics, and related fields. The topics may include advanced operations on matrices, projectors and idempotent operators, generalized inverses, inequalities for eigenvalues, matrix approximations, optimization problems in statistics and econometrics, quadratic subspaces, inequalities with applications in statistics, non-negative matrices and their models in applied sciences.

MATH 8540 Advanced Topics in Ordinary Differential Equations and Dynamic Systems

CREDIT HOURS 3.0

PREREQUISITES MATH 4275 or MATH 6275 with grade of C or higher

DESCRIPTION (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 8560 Informatics of Neural and Cardiovascular Systems

CREDIT HOURS 3.0

PREREQUISITES MATH 4010/6010 or MATH 6275 or MATH 4751/6751 with grades of C or higher

DESCRIPTION (Same as NEUR 8360) 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 8610 Advanced Numerical Analysis

CREDIT HOURS 3.0

PREREQUISITES MATH 4435/6435 and MATH 4610 /6610 or CSC 4610/6610

DESCRIPTION (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 HOURS 3.0

PREREQUISITES MATH 4435/6435; and MATH 4610 /6610 or CSC 4610/6610

DESCRIPTION (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 HOURS 3.0

DESCRIPTION May be taken more than once if topics are different.

MATH 8801 Graduate Research in Mathematics

CREDIT HOURS 1.0 - 15.0

DESCRIPTION May be repeated for credit.

MATH 8802 Graduate Laboratory in Mathematics

CREDIT HOURS 1.0 - 15.0

DESCRIPTION May be repeated for credit.

MATH 8820 Research

CREDIT HOURS 3.0

PREREQUISITES consent of the instructor and chair of department

DESCRIPTION Independent investigation of topics of common interest to student and instructor.

MATH 8950 Directed Research in Mathematics

CREDIT HOURS 1.0 - 15.0

PREREQUISITES consent of the instructor

DESCRIPTION

MATH 8999 Thesis Research

CREDIT HOURS 1.0 - 15.0

PREREQUISITES thesis option

DESCRIPTION

MATH 9116 Teaching College Mathematics

CREDIT HOURS 3.0

PREREQUISITES consent of instructor

DESCRIPTION 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 of Advanced Mathematics Concepts

CREDIT HOURS 3.0

PREREQUISITES consent of instructor

DESCRIPTION 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 Relevant to Collegiate Mathematics Education

CREDIT HOURS 3.0

PREREQUISITES MATH 9126 with grade of C or higher

DESCRIPTION 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 in Teaching College Mathematics

CREDIT HOURS 3.0

PREREQUISITES consent of instructor and approval to teach in the Department of Mathematics and Statistics

DESCRIPTION Teaching of at least one undergraduate mathematics course using at least two distinct pedagogical strategies.

MATH 9999 Dissertation Research

CREDIT HOURS 1.0 - 18.0

PREREQUISITES consent of department

DESCRIPTION Doctoral Dissertation Research.

EDMT 6560 Principles of Mathematics Instruction

CREDIT HOURS 3.0

COREQUISITES EDCI 6600

DESCRIPTION Students examine instructional procedures, teaching strategies, technology, and evaluation procedures for middle and secondary school mathematics.

EDMT 7360 Integration of Technology in Mathematics Instruction

CREDIT HOURS 3.0

DESCRIPTION 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 Mathematics Concepts for Special Learners

CREDIT HOURS 3.0

DESCRIPTION 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 Mathematics Concepts for Middle Childhood Education I

CREDIT HOURS 3.0

DESCRIPTION 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 and Pedagogy of Mathematics Instruction

CREDIT HOURS 3.0

DESCRIPTION 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 7570 Special Topics for Secondary Mathematics Education

CREDIT HOURS 3.0

PREREQUISITES EDCI 7660

COREQUISITES EDCI 7680

DESCRIPTION This course is designed for those who are preparing to become secondary mathematics teachers. Prospective teachers will revisit and extend their own mathematics knowledge as they develop specialized mathematics knowledge, skills, and ways of reasoning needed for teaching mathematics. The specialized mathematics knowledge is different from what it takes to pass a mathematics course as a student. The course is content rich. Prospective teachers will learn ways of understanding what their own students are doing mathematically, probe and make sense of their understanding, and develop ways to further scaffold for students learning. Specifically, the course will provide prospective secondary mathematics teachers with content knowledge for teaching and how to apply such knowledge in their classrooms.

EDMT 8290 The Study of Learning and Instruction in Mathematics

CREDIT HOURS 3.0

DESCRIPTION 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 the School Mathematics Curriculum

CREDIT HOURS 1.0 - 3.0

DESCRIPTION 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 Sociocultural and Sociohistorical Issues of Mathematics Education

CREDIT HOURS 3.0

DESCRIPTION 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 and Issues of Teaching Mathematics

CREDIT HOURS 3.0

DESCRIPTION Students examine current problems, trends, and curriculum issues related to teaching mathematics in middle and secondary schools. (repeatable).

EDMT 8820 Ethnomathematics and the Historical Development of Mathematics

CREDIT HOURS 3.0

DESCRIPTION This course involves the observation of mathematical concepts as it emerged throughout and within cultural activities as creative expressions of human thought. The primary purpose of this course is to provide an alternative lens to view mathematical knowledge as it transpired across civilizations and within various non-western cultures.

EDMT 9870 Advanced Research Seminar in Mathematics Education

CREDIT HOURS 1.0 - 3.0

PREREQUISITES EDCI 9900 or consent of the instructor

DESCRIPTION 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).

MUS 6010 Performance Laboratory

CREDIT HOURS 0.0

DESCRIPTION Coached chamber ensemble and/or studio-class performance. Includes repertoire review, master classes, peer analysis and critique, and recital preparation. (May be repeated.).

MUS 6050 Review of Aural Skills

CREDIT HOURS 1.0

DESCRIPTION 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 Practicum in Piano Pedagogy

CREDIT HOURS 2.0

PREREQUISITES piano pedagogy course(s) and an acceptable level of performance skill

DESCRIPTION Supervised teaching of elementary and/or intermediate-level piano students (child or adult level) in private or group lessons.

MUS 6090 Jazz Pedagogy/Marching Band Techniques

CREDIT HOURS 1.0

DESCRIPTION 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 HOURS 1.0

PREREQUISITES MUS 6070 with grade of B or higher, or consent of instructor

DESCRIPTION Contemporary arranging techniques for the small jazz combo; rhythm section and up to five wind instruments; basic jazz nomenclature and instruments.

MUS 6110 Instrumentation and Orchestration

CREDIT HOURS 3.0

PREREQUISITES MUS 2450 and MUS 2550, or equivalent

DESCRIPTION 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 HOURS 1.0

PREREQUISITES MUS 6070 with grade of B or higher, or consent of instructor

DESCRIPTION Arranging for large and small vocal ensembles with and without accompaniment.

MUS 6150 Review of Music History

CREDIT HOURS 3.0

DESCRIPTION A review of music history in Western civilization from the Medieval period to the present. Credits earned in this course may not be applied to the Master of Music program.

MUS 6160 Review of Harmony, Form, and Analysis

CREDIT HOURS 3.0

DESCRIPTION Three lecture hours per week. Intensive review of diatonic and chromatic harmony, formal stereotypes, and basic analytical techniques. Credits earned in this course may not be applied to the Master of Music degree.

MUS 6170 Arranging for the Large Jazz Ensemble

CREDIT HOURS 1.0

PREREQUISITES MUS 6070 with grade of B or higher, or consent of instructor

DESCRIPTION Contemporary arranging techniques for rhythm section and two, three, and four wind instruments.

MUS 6210 Composition Seminar

CREDIT HOURS 2.0

PREREQUISITES MUS 1440 and MUS 1540 with grades of C or higher, or equivalent, or consent of instructor

DESCRIPTION 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 HOURS 2.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

PREREQUISITES MUS 4410/6410 with grade of B or higher, or consent of instructor

DESCRIPTION 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 HOURS 2.0

DESCRIPTION Principles of vocal pedagogy and development of teaching skills in applied vocal instruction.

MUS 6450 Advanced Tonal Analysis

CREDIT HOURS 3.0

PREREQUISITES MUS 6160 with grade of B or higher, or equivalent, or consent of instructor

DESCRIPTION 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 HOURS 3.0

PREREQUISITES MUS 6160 with grade of B or higher, or consent of instructor

DESCRIPTION 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 6470 Graduate Choral Conducting Recital

CREDIT HOURS 1.0

DESCRIPTION Each MM in choral conducting student is required to perform several graduate recitals that total 45 minutes of music over the course of the degree program. These recitals will be given with the Georgia State University Master Singers or some other approved ensemble. (Approval must come from the director of choral activities.) The ultimate selection of repertoire is at the discretion of the teacher for the needs of the student. There should be one selection or set for voice and instruments.

MUS 6480 Choral Conducting

CREDIT HOURS 2.0

DESCRIPTION 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 HOURS 2.0

PREREQUISITES MUS 2450 with grade of B or higher, and consent of instructor

DESCRIPTION Advanced baton techniques, score reading, interpretation, and rehearsal procedures for instrumental conducting.

MUS 6500 Historical Counterpoint

CREDIT HOURS 3.0

PREREQUISITES MUS 6160 with grade of B or higher, or equivalent, or consent of instructor

DESCRIPTION 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 HOURS 1.0

PREREQUISITES keyboard proficiency

DESCRIPTION Developing musical sensitivity at the keyboard to enhance the performance of vocalists or instrumentalists. May be repeated for credit.

MUS 6610 Piano Literature

CREDIT HOURS 3.0

PREREQUISITES MUS 6070 with grade of B or higher, or equivalent, or consent of instructor

DESCRIPTION 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: Germany and Eastern Europe

CREDIT HOURS 2.0

DESCRIPTION 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: Western Europe and the Americas

CREDIT HOURS 2.0

DESCRIPTION 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 HOURS 2.0

PREREQUISITES MUS 6160 with a grade of B or higher, or equivalent, or consent of instructor

DESCRIPTION Choral Literature from 1450 to 1825.

MUS 6641 Choral Literature II

CREDIT HOURS 2.0

PREREQUISITES MUS 6160 with grade of B or higher, or equivalent, or consent of instructor

DESCRIPTION Choral literature from 1825 to present.

MUS 6650 Choral Literature

CREDIT HOURS 3.0

DESCRIPTION Students who take this course will have a comprehensive understanding of the seminal choral repertoire from the Renaissance through today. Be able to discuss specific repertoire through class discussions and presentations. Be able to write about the history of choral music through take-home exams and a final paper.

MUS 6660 Dramatic Music

CREDIT HOURS 3.0

PREREQUISITES MUS 6070 with grade of B or higher, or equivalent, or consent of instructor

DESCRIPTION History of dramatic music, principally opera and larger sacred works, from 1600 to the present.

MUS 6730 Computer Applications in Music

CREDIT HOURS 2.0

DESCRIPTION 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 Instruction in Jazz Keyboard

CREDIT HOURS 1.0

PREREQUISITES MUS 2720 with grade of B or higher, or consent of instructor

DESCRIPTION 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 HOURS 1.0

DESCRIPTION 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 HOURS 1.0

PREREQUISITES MUS 6050 with grade of B or higher, or equivalent, or consent of instructor

DESCRIPTION Two lecture hours a week. Continued development of aural skills, with particular emphasis on aural analysis and the transcription of chromatic music.

MUS 6790 Advanced Jazz Improvisation I

CREDIT HOURS 1.0

PREREQUISITES MUS 2780 with grade of B or higher, or consent of instructor

DESCRIPTION Jazz improvisation including compositional techniques, altered dominant scales, minor ii-v7s, ballad interpretation, memorization, and chord substitutions.

MUS 6791 Advanced Jazz Improvisation II

CREDIT HOURS 1.0

PREREQUISITES MUS 6790 with grade of B or higher, or consent of instructor

DESCRIPTION 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 HOURS 2.0

PREREQUISITES MUS 2450 with grade of B or higher, or equivalent, or consent of instructor

DESCRIPTION Major and minor scale harmony, modulation, minor key analysis, dominants, reharmonization, and modal interchange.

MUS 6820 World Music

CREDIT HOURS 3.0

DESCRIPTION Comparative survey of various nonwestern musical cultures.

MUS 6850 Jazz Styles

CREDIT HOURS 2.0

PREREQUISITES MUS 2450, MUS 2780, or MUS 6070 with grade of B or higher, or equivalent, or consent of instructor

DESCRIPTION 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 HOURS 1.0 - 3.0

PREREQUISITES consent of the instructor

DESCRIPTION Discussion and readings on selected topics.

MUS 6940 Orchestral Literature

CREDIT HOURS 3.0

PREREQUISITES MUS 2450 or MUS 6070 with grade of B or higher, or consent of instructor

DESCRIPTION Orchestral literature from 1700 to 1900.

MUS 6941 Orchestral Literature II

CREDIT HOURS 3.0

PREREQUISITES MUS 2450 or MUS 6070 with grade of "C" or higher, or consent of instructor

DESCRIPTION Standard symphonic repertoire from 1900 to 2000. Crosslist with MUS 4961 Orchestral Literature II. Identify specific works that have had a major impact upon the evolution of the symphony orchestra as an instrument.

MUS 6980 Electroacoustic Music Composition

CREDIT HOURS 3.0

PREREQUISITES MUS 4730 or MUS 6730 with grade of C or higher, or consent of instructor

DESCRIPTION Crosslist with MUS 4980. Investigation of methods of electroacoustic music composition using MIDI, hardware synthesizers, and software tools. Focus on unique tool development using the MAX programming environment and associated technologies. Approaches to advanced composition with electroacoustic means from both scientific and aesthetic perspectives. Required laboratory work.

MUS 6981 Computer Music

CREDIT HOURS 3.0

PREREQUISITES MUS 4730 or MUS 6730 with grade of B or higher, or consent of instructor

DESCRIPTION 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 Advanced Topics in Computer Music

CREDIT HOURS 3.0

PREREQUISITES MUS 4981 or MUS 6981 with grade of B or higher, or consent of instructor

DESCRIPTION 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 HOURS 1.0

PREREQUISITES audition or consent of the instructor

DESCRIPTION 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 HOURS 1.0

DESCRIPTION Study, rehearsal, and concert performance of wind literature of various periods and styles. May be repeated for credit.

MUS 7061 Wind Orchestra

CREDIT HOURS 1.0

DESCRIPTION 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 Concert Band

CREDIT HOURS 1.0

DESCRIPTION Study, rehearsal, and concert performance of band repertoire representing various periods and styles. Open to music majors and non-majors. Audition required. Prior playing experience and music reading ability required. May be repeated for credit.

MUS 7063 Marching Band

CREDIT HOURS 1.0 - 3.0

DESCRIPTION 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 HOURS 1.0

DESCRIPTION Study, rehearsal, and concert performance of orchestral literature of various periods and styles. May be repeated for credit.

MUS 7071 Collaborative Piano

CREDIT HOURS 1.0

DESCRIPTION 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 Choral Ensemble: Men's Chorus

CREDIT HOURS 1.0

DESCRIPTION Study, rehearsal and concert performance of men's choral literature of various periods and styles. May be repeated for credit.

MUS 7080A Choral Ensemble: University Singers

CREDIT HOURS 1.0

DESCRIPTION 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 HOURS 1.0

DESCRIPTION Study and performance of vocal jazz ensemble repertoire.

MUS 7081 Choral Union

CREDIT HOURS 1.0

DESCRIPTION The Choral Union is open to all GSU students who want to sing in a choir. No audition is required. The Choral Union sings a wide variety of music and typically performs two concerts per semester.

MUS 7082 Women's Chorus

CREDIT HOURS 1.0

DESCRIPTION Study, rehearsal, and performance of repertoire for women's chorus. Open to music majors and non-majors. (May be repeated for credit.).

MUS 7083 Master Singers

CREDIT HOURS 1.0

DESCRIPTION The Georgia State University Master Singers is an auditioned choral ensemble that sings repertoire of all styles and periods.

MUS 7090 Jazz Band

CREDIT HOURS 1.0

PREREQUISITES audition and consent of the instructor

DESCRIPTION Study, rehearsal, and concert performance of jazz literature of various periods and styles. May be repeated for credit.

MUS 7110 Brass Ensemble

CREDIT HOURS 0.5

PREREQUISITES consent of the instructor

DESCRIPTION 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 for Strings

CREDIT HOURS 0.5

PREREQUISITES consent of the instructor

DESCRIPTION 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 for Woodwinds

CREDIT HOURS 0.5

PREREQUISITES consent of the instructor

DESCRIPTION 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 HOURS 0.5

PREREQUISITES consent of the instructor

DESCRIPTION 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 HOURS 0.5

DESCRIPTION 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 HOURS 0.5

PREREQUISITES Audition and consent of the instructor

DESCRIPTION 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 and Strategies of General Music Instruction

CREDIT HOURS 3.0

DESCRIPTION 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 Workshop Seminar in Choral Conducting and Performance

CREDIT HOURS 2.0

DESCRIPTION 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 7300 Directed Study in Music Education

CREDIT HOURS 1.0 - 3.0

PREREQUISITES consent of the music education faculty

DESCRIPTION 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 Education

CREDIT HOURS 3.0

DESCRIPTION Historical, psychological, philosophical, and social-cultural foundations of music education practice in school and community settings.

MUS 7430 Choral Methods and Techniques

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 2.0

DESCRIPTION

MUS 7530 Brass Class

CREDIT HOURS 2.0

DESCRIPTION

MUS 7540 String Class

CREDIT HOURS 2.0

DESCRIPTION

MUS 7550 Percussion Class

CREDIT HOURS 2.0

DESCRIPTION

MUS 7560 Organization and Development of Instrumental Music in Schools

CREDIT HOURS 3.0

DESCRIPTION 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 Literature and Materials for School Ensembles

CREDIT HOURS 3.0

DESCRIPTION String literature and materials for ensembles and full orchestra. Focus on elementary and secondary schools.

MUS 7590 Seminar in Music Teaching and Learning

CREDIT HOURS 3.0

DESCRIPTION This seminar will examine the role of scholarship in the development of advanced approaches for music teaching and learning at all levels. Emphasis will be placed on the communication of scholarship through writing and presentation techniques appropriate for academic journals and conferences.

MUS 7600 Performance Style and Interpretation in Choral Music

CREDIT HOURS 2.0

DESCRIPTION Stylistic practices of choral performance with repertoire from Renaissance through contemporary twentieth-century compositions.

MUS 7700 Psychology of Music Learning

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 2.0

DESCRIPTION Advanced topics in piano pedagogy. Development of a workshop presentation for piano teachers including script, delivery, and keyboard performance.

MUS 8000 Introduction to Graduate Studies

CREDIT HOURS 2.0

DESCRIPTION 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 HOURS 3.0

PREREQUISITES MUS 6160 and MUS 6050 with grades of B or higher, or equivalents, or consent of instructor

DESCRIPTION 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 for Graduate Assistants in Music

CREDIT HOURS 3.0

DESCRIPTION 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 Graduate Supervised Internship

CREDIT HOURS 3.0 - 9.0

PREREQUISITES consent of instructor and approval of School of Music

DESCRIPTION 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, Education and the Community

CREDIT HOURS 3.0

PREREQUISITES MUS 7400 with grade of B or higher, or consent of instructor

DESCRIPTION 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 HOURS 2.0

DESCRIPTION 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 Administration

CREDIT HOURS 2.0

DESCRIPTION Administration of a school jazz program. Includes alternative funding sources, grant applications, budgeting, residencies, promotion, and public relations.

MUS 8240 Research in Music Education

CREDIT HOURS 3.0

PREREQUISITES MUS 7900 with grade of B or higher, or consent of instructor

DESCRIPTION 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 Assessment in Music Education

CREDIT HOURS 3.0

PREREQUISITES MUS 7590 with grade of B or higher, or consent of instructor

DESCRIPTION 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 Contemporary Philosophies and Issues in Music Education

CREDIT HOURS 3.0

PREREQUISITES MUS 7400 with grade of B or higher, or consent of instructor

DESCRIPTION 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 Pedagogy Degree Recital

CREDIT HOURS 1.0

DESCRIPTION An hour recital of compositions either for piano alone or a combination of solo and chamber/ensemble compositions.

MUS 8490 Chamber or Ensemble Recital in Major Graduate Applied Instrument or Voice

CREDIT HOURS 1.0

DESCRIPTION One-hour performance is required.

MUS 8590 Solo Recital in Major Graduate Applied Instrument or Voice

CREDIT HOURS 1.0

PREREQUISITES all degree proficiencies must be completed

DESCRIPTION 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 HOURS 1.0 - 3.0

DESCRIPTION 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 HOURS 3.0

PREREQUISITES MUS 8620 (1 semester) with grade of B or higher

DESCRIPTION Development of the skills needed for new and emerging producing directors. Focus is on the fundamentals of stage craft, performance and production.

MUS 8680 Seminar in Instrumental Conducting

CREDIT HOURS 2.0

PREREQUISITES MUS 6490 with grade of B or higher, or equivalent, or consent of instructor

DESCRIPTION Examination of the theoretical, practical, and artistic aspects of conducting and rehearsing instrumental ensembles.

MUS 8690 Choral Conducting Project

CREDIT HOURS 3.0

DESCRIPTION Preparation and execution of a choral concert and a research paper analyzing the major composition of the concert.

MUS 8800 Wind Band Literature

CREDIT HOURS 3.0

DESCRIPTION Survey of wind band music suitable for elementary through college/professional-level ensembles.

MUS 8840 Baroque Music, 1600-1750

CREDIT HOURS 3.0

DESCRIPTION Monteverdi to Bach.

MUS 8850 Pre-Classical and Classical Periods, 1740-1825

CREDIT HOURS 3.0

DESCRIPTION Domenico Scarlatti to Beethoven.

MUS 8860 Romantic Period, 1800-1900

CREDIT HOURS 3.0

DESCRIPTION Schubert to Mahler.

MUS 8870 Twentieth Century

CREDIT HOURS 3.0

PREREQUISITES MUS 6070 with grade of B or higher, or equivalent, or consent of instructor

DESCRIPTION Music from Debussy to the present.

MUS 8890 Composition Recital

CREDIT HOURS 1.0

PREREQUISITES at least 2 semesters of APCP 8000 with grade of B or higher, or equivalent, and consent of instructor

DESCRIPTION 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 HOURS 1.0 - 6.0

DESCRIPTION Supervised elective research not associated with thesis or directed-study credit.

MUS 8910 Final Project in Composition

CREDIT HOURS 3.0

PREREQUISITES at least 2 terms of APCP 8000 with grade of B or higher, or equivalent, and consent of the instructor

DESCRIPTION Composition of an original, major musical work.

MUS 8920 Research or Teaching Assistantship in Music

CREDIT HOURS 3.0 - 12.0

DESCRIPTION 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 Education

CREDIT HOURS 3.0

PREREQUISITES MUS 8240 and MUS 8400 with grades of B or higher, or consent of instructor

DESCRIPTION Development, reflection and critical analysis of advanced teaching competencies through a planned field project.

MUS 8960 Proseminar in Music Education

CREDIT HOURS 3.0

PREREQUISITES For Ed.S. and Ph.D. students; others require consent of the instructor

DESCRIPTION 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 Instrumental Conducting Project

CREDIT HOURS 3.0

DESCRIPTION Terminal project for the degree in instrumental conducting, consisting of a public concert and paper.

MUS 8980 Advanced Research Project in Music Education

CREDIT HOURS 3.0

PREREQUISITES MUS 8240, MUS 8400, and MUS 8950 with grades of B or higher, or consent of instructor

DESCRIPTION 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 HOURS 1.0 - 9.0

PREREQUISITES Consent of Instructor

DESCRIPTION

MUA 7059 University Basketball Band

CREDIT HOURS 1.0

DESCRIPTION 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.

NSCI 7001 Integrated Science I: Physical Science

CREDIT HOURS 3.0

DESCRIPTION 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 Integrated Science II: Earth Science

CREDIT HOURS 4.0

DESCRIPTION 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 Integrated Science III: Life Sciences

CREDIT HOURS 3.0

DESCRIPTION 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.

NEUR 6010 Cellular and Molecular Neuroscience

CREDIT HOURS 4.0

PREREQUISITES NEUR 3000 or BIOL 4102 with a grade of C or higher

DESCRIPTION Advanced exploration of cellular and molecular function in neurons and glia. Topics include excitable membranes and cells, ion channels and receptors, synaptic transmission and plasticity, neural development, and molecular bases of neurological diseases.

NEUR 6015 Cellular and Molecular Neuroscience

CREDIT HOURS 4.0

PREREQUISITES NEUR 3000, BIOL 4102, NEUR 6010, or BIOL 6102, or equivalent

DESCRIPTION Topics include excitable membranes and cells, ion channels, synaptic transmission and plasticity, ion channels and receptors, neural development, and axon guidance. An elective for graduate Neuroscience majors. 4.000 credit hours.

NEUR 6020 Cognitive Neuroscience

CREDIT HOURS 4.0

PREREQUISITES NEUR 3000 or BIOL 4102, with grades of C or higher

DESCRIPTION Covers the neural basis of cognition, learning, emotion, memory and language, as well as the methods used to investigate these topics.

NEUR 6030 Computational Neuroscience

CREDIT HOURS 4.0

PREREQUISITES NEUR 3000, BIOL 4102, and MATH 2201 with grades of C or higher

DESCRIPTION A project-based course focused on building and testing computational models of neurons, networks, and neural circuits that mediate animal behavior.

NEUR 6040 Neuroethology

CREDIT HOURS 4.0

PREREQUISITES NEUR 3000 or BIOL 4102, with a grade of C or higher

DESCRIPTION The neural basis of natural animal behavior. This course covers sensorimotor coding of behavior in a diverse array of animals including bats, owls, electric fish, and songbirds. It provides a unique perspective for students who want to understand the general principles underlying neural control of behavior. Developmental, evolutionary, systems, and comparative approaches are emphasized. Students will read classic papers as well as cutting-edge primary literature.

NEUR 6050 Statistics for Neuroscience

CREDIT HOURS 4.0

PREREQUISITES NEUR 3000 or BIOL 4102 with a grade of C or higher

DESCRIPTION Three lecture and one laboratory hour per week. Introduction to research design, data analysis, and scientific communication as applied to neuroscience research questions. Topics include fundamentals of hypothesis testing and research design, descriptive data collection techniques, and data analysis and interpretation using correlation, regression, t-tests, and univariate design.

NEUR 6060 Neurophysiology

CREDIT HOURS 4.0

PREREQUISITES NEUR 3000 or BIOL 4102 with a grade of C or higher

DESCRIPTION The physiology of nervous systems, including the physiological bases of excitability, synaptic transmission and integration, sensory and motor processing, and behavioral choice. Current experimental and computational approaches to neurophysiological questions will be discussed.

NEUR 6070 Sensory Neuroscience

CREDIT HOURS 3.0

PREREQUISITES NEUR 3000 or BIOL 4102, or PSYC 4110 with a grade of C or higher

DESCRIPTION The course will cover the neural basis of sensation and perception, from neural coding in the sense organs to central representation leading to perception. The neurobiology of vision, audition, somatosensation (touch and pain), and chemosensation (taste and smell) will be covered.

NEUR 6080 Clinical Neuroscience

CREDIT HOURS 4.0

PREREQUISITES NEUR 3000 or BIOL 4102 with a grade of C or higher

DESCRIPTION This course will examine the neurobiological basis of mental disorders such as depression and schizophrenia as well as the neurodegenerative conditions of Parkinsons and Alzheimers Diseases. Additional topics include psychoneuroimmunology, stress and coping, the role of genetics and epigenetics in neurological and neuropsychiatric disorders, and the role of gut microbes in health and disease.

NEUR 6100 Developmental Neurobiology

CREDIT HOURS 4.0

PREREQUISITES NEUR 3000 or BIOL 3800 with a grade of C or higher

DESCRIPTION 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 HOURS 4.0

PREREQUISITES NEUR 3000 or BIOL 4102 with a grade of C or higher

DESCRIPTION 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 6115 Medical Neuroanatomy

CREDIT HOURS 4.0

PREREQUISITES NEUR 3000 or BIOL 3840 with a grade of C or higher

DESCRIPTION Human brain and spinal cord functional neuroanatomy and associated pathologies.

NEUR 6150 Drugs and the Nervous System

CREDIT HOURS 3.0

PREREQUISITES NEUR 2000 or NEUR 3000, or PSYC 1100 and PSYC 2050, with grades of C or higher

DESCRIPTION This course provides in-depth and advanced exploration of the neuronal and chemical mechanisms underlying psychoactive drug action as well as compulsive drug usage. The focus will be both on drugs of abuse as well as pharmacological interventions in neural/behavioral disorders.

NEUR 6200 Endocrinology

CREDIT HOURS 4.0

PREREQUISITES CHEM 6600 or equivalent

DESCRIPTION (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 6250 Neuroscience of Memory

CREDIT HOURS 3.0

PREREQUISITES NEUR 3000, BIOL 4102, or equivalent

DESCRIPTION An introduction to the neural bases of memory. The course begins with a review of the historical background, experimental methods, and relevant principles of neuroscience. The Neuroscience of memory will then be reviewed at different levels of biological organization, including molecular/cellular, neural circuit, neural systems, and behavioral.

NEUR 6251 Neuroscience of Motivation and Emotion.

CREDIT HOURS 3.0

PREREQUISITES Neur 3000 or Biol 4102 with a C or higher

DESCRIPTION An examination of how the nervous system generates motivation and emotional states in diverse species, including humans. Topics include neural mechanisms of thirst and hunger, defense and fear, social behavior as well as disorders of emotion and motivation. For Neuroscience majors, this course in a neuroscience-elective (Area G2); for Biology majors, this course is an Area I elective. (Cross-listed with NEUR 4250.)

NEUR 6300 Introduction to Psychophysiology

CREDIT HOURS 4.0

DESCRIPTION (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 HOURS 4.0

PREREQUISITES BIOL 4102, or equivalent, and consent of instructor

DESCRIPTION (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 HOURS 4.0

PREREQUISITES BIOL 3800 or written approval of instructor

DESCRIPTION (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 HOURS 3.0

PREREQUISITES consent of instructor

DESCRIPTION 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 6340 Neurophysics

CREDIT HOURS 3.0

PREREQUISITES NEUR 3000 or BIOL 4102, and PHYS 2212K with grade of C or higher

DESCRIPTION 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.

NEUR 6350 Numerical Methods for Neuroscience

CREDIT HOURS 3.0

PREREQUISITES NEUR 3000 or MATH 2201 or MATH 2211, with a grade of C or higher

DESCRIPTION This class develops hands-on practical skills in numerical problem solving for dynamical systems models applied to neuroscience. Students will design and test complex scientific calculations using various software tools, including the application of bifurcation analysis, phase plane analysis, and simulation tools.

NEUR 6360 Mathematical Biology

CREDIT HOURS 3.0

PREREQUISITES Grade of C or higher in MATH 2212 or MATH 2202

DESCRIPTION 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 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 be also covered. 3 credit hours.

NEUR 6370 Applied Dynamical Systems

CREDIT HOURS 3.0

PREREQUISITES NEUR 3000 or either MATH 2201 or MATH 2211, all with a C or higher

DESCRIPTION Introduction to discrete and continuous dynamical systems. Topics include: phase space; linear and nonlinear systems; structural stability; classification of equilibrium states, invariant manifolds; Poincar maps, fixed points and period orbits; stability boundaries; local bifurcations; homoclinic orbits; routes to chaos in dissipative systems; applications from physics, biology, population dynamics, economics.

NEUR 6400 Primate Behavior: Field and Laboratory

CREDIT HOURS 3.0

PREREQUISITES BIOL 3840 or PSYC 4110 or consent of the instructor

DESCRIPTION (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 6420 Hormones and Behavior

CREDIT HOURS 4.0

PREREQUISITES NEUR 3000 or BIOL 3840 with grades of C or higher

DESCRIPTION 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 HOURS 3.0

DESCRIPTION (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 and Cognitive Science

CREDIT HOURS 3.0

DESCRIPTION (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 HOURS 3.0

DESCRIPTION (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 6530 Neuroethics

CREDIT HOURS 3.0

PREREQUISITES NEUR 3000 and one 2000 or 3000-level philosophy course

DESCRIPTION Neuroethics considers ethical protocols for conducting neuroscientific research and addressing the ethical implications of emerging neuroscience technologies that allow, for instance, cognitive enhancement and direct manipulation of the brain.

NEUR 6540 Moral Psychology

CREDIT HOURS 3.0

PREREQUISITES NEUR 3000 and one 2000 or 3000-level philosophy course

DESCRIPTION This course examines literature and explores various connections between scientific work and philosophical questions in moral psychology. The course also examines the rich historical literature in philosophy and psychology that sets the stage for the modern debates.

NEUR 6550 Ethical Theory

CREDIT HOURS 3.0

PREREQUISITES Consent of the instructor

DESCRIPTION (Same as PHIL 6700) Major Western theories, such as relativism, egoism, emotivism, utilitarianism, deontology, naturalism, intuitionism, virtue, ethics, existential ethics, and feminist ethics. 3 Credit Hours.

NEUR 6560 Advanced Biomedical Ethics

CREDIT HOURS 3.0

PREREQUISITES Consent of the instructor

DESCRIPTION (Same as PHIL 6740.) Major moral problems in science and medicine, including abortion, death and euthanasia, treatment of the mentally ill, experimentation with human subjects, and genetic research. 3 Credit Hours.

NEUR 6570 Philosophy of Law

CREDIT HOURS 3.0

PREREQUISITES Consent of the instructor

DESCRIPTION (Same as PHIL 6820.) Topics such as theories of law, feminist legal theory, the nature of legal reasoning, legal obligation, law and justice, law and morality. 3 Credit Hours.

NEUR 6576 Neurovirology

CREDIT HOURS 4.0

PREREQUISITES NEUR 3000 or BIOL 3800 with grade of C or higher

DESCRIPTION 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 Alzheimers disease.

NEUR 6600 Survival Skills in Academia

CREDIT HOURS 3.0

DESCRIPTION (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 6610 Neurorobotics

CREDIT HOURS 4.0

PREREQUISITES NEUR 3000 or BIOL 4102 with grade of C or higher

DESCRIPTION This course will examine how the principles of neuroscience enable animals and humans to respond adaptively, and how the principles can be applied to create an autonomous, adaptively behaving robot. Students will apply these principles to create their own computational model of an animal or autonomous robot that can respond adaptively to challenges in its environment.

NEUR 6990 Internships in Neuroscience

CREDIT HOURS 2.0

PREREQUISITES Consent of the instructor

DESCRIPTION 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 HOURS 3.0

DESCRIPTION (Same as PSYC 7560.) Psychological, genetic, physiological, and ecological bases of animal behavior. Basic adaptive mechanisms and their importance for understanding human behavior.

NEUR 8000 Introduction to Neuroscience

CREDIT HOURS 4.0

PREREQUISITES BIOL 4102, BIOL 6102, or NEUR 6010 with a grade of B or higher, or equivalent, or consent of instructor

DESCRIPTION An advanced and comprehensive survey of neuroscience. Topics include cellular, molecular, developmental, systems, behavioral, and cognitive neuroscience.

NEUR 8010 Cellular, Molecular, and Developmental Neuroscience

CREDIT HOURS 3.0

PREREQUISITES NEUR 8000 with a B or higher, or equivalent, or consent of the instructor

DESCRIPTION Three lecture hours a week. Advanced analysis of central concepts in cellular, molecular, and developmental neuroscience. Topics include: physiology, development and differentiation, signaling and synaptic transmission, synaptic plasticity, construction and modulation or circuits, neurogenesis/repair/regeneration, molecular bases of behavior, and neurodevelopmental and degenerative disease. May be cross-listed with BIOL 8010 and/or PSYC 8616.

NEUR 8020 Systems Neuroscience

CREDIT HOURS 3.0

PREREQUISITES NEUR 8000 with a B or higher, or equivalent, or consent of the instructor

DESCRIPTION Advanced analysis of how neurons are organized into systems that control behavior. Topics include functional neuroanatomy, sensory and motor systems, and the neural basis of motor learning.

NEUR 8031 Behavioral Neuroscience

CREDIT HOURS 3.0

PREREQUISITES NEUR 8000 with a grade of B or higher, or equivalent, or permission of instructor

DESCRIPTION Advanced analysis of functional neural systems involved in the regulation of behavior, emphasizing interactions between limbic, hypothalamic, and cortical brain systems. Topics include learning and memory, fear, aggression, homeostasis, and reward & reinforcement. Three lecture hours a week.

NEUR 8035 Psychological Research Statistics I

CREDIT HOURS 3.0

PREREQUISITES PSYC 3010, or equivalent

DESCRIPTION (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 in Neuroscience

CREDIT HOURS 4.0

DESCRIPTION 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. Concurrent laboratory component will cover data entry and analysis using SPSS. 4.000 Credit hours.

NEUR 8050 Skills for Professional Neurscientists

CREDIT HOURS 3.0

PREREQUISITES BIOL 8010 and BIOL 8020, or NEUR 8010 and NEUR 8020, or equivalents, or consent of instructor

DESCRIPTION Four lecture hours a week. Topics include: introduction to the scientific method, critical analysis of Neuroscience Literature, and proposal writing.

NEUR 8100 Developmental Neuropsychology

CREDIT HOURS 3.0

PREREQUISITES NEUR 8400, PSYC 8620, or consent of instructor

DESCRIPTION (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 HOURS 3.0

PREREQUISITES CHEM 6610 or consent of instructor

DESCRIPTION (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 and Function

CREDIT HOURS 3.0

PREREQUISITES CHEM 6610 with grade of B or higher, or consent of instructor

DESCRIPTION (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 HOURS 3.0

PREREQUISITES PSYC 8610, or consent of the instructor

DESCRIPTION (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 Advanced Neuroendocrinology

CREDIT HOURS 3.0

PREREQUISITES NEUR 8000 with a grade of B or higher, or equivalent, or consent of the instructor.

DESCRIPTION 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. Three lecture hours per week.

NEUR 8300 Functional Human Neuroanatomy

CREDIT HOURS 3.0

PREREQUISITES BIOL 3840 or PSYC 8610, or consent of the instructor

DESCRIPTION (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 HOURS 3.0

DESCRIPTION (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 Psychological Research Statistics II

CREDIT HOURS 3.0

PREREQUISITES NEUR 8035 or PSYC 8410

DESCRIPTION (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 Psychological Research Statistics III

CREDIT HOURS 3.0

PREREQUISITES NEUR 8320 or PSYC 8420

DESCRIPTION (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 Foundations of Neuroscience

CREDIT HOURS 3.0

PREREQUISITES MATH 4010/6010, MATH 4275/6275, or PHYS 4180/6180 with grade of C or higher

DESCRIPTION (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 HOURS 4.0

PREREQUISITES NEUR 6320 or equivalent, ability to program in Java or C++ or equivalent, and consent of instructor

DESCRIPTION (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 Neural and Cardiovascular Systems

CREDIT HOURS 3.0

PREREQUISITES MATH 4010/MATH 6010 or MATH 6275 or MATH 4751/MATH 6751 with grades of C or higher

DESCRIPTION (Same as MATH 8560). 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 Computational Methods and Modeling for the Life Sciences

CREDIT HOURS 3.0

PREREQUISITES MATH 6010 or MATH 6275 with a grade of C or higher

DESCRIPTION (Same as MATH 8570.) 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 HOURS 3.0

PREREQUISITES MATH 2211, BIOL 4102, or NEUR 8010 with grades of B or higher, or equivalent, or consent of instructor

DESCRIPTION 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 8385 Systems Biology

CREDIT HOURS 3.0

PREREQUISITES Grade of C or higher in MATH 6010 or MATH 6275

DESCRIPTION This course provides an introduction to systems biology from mathematical modeling point of view. It will introduce biology students to mathematical modeling, and mathematical students to systems biology. Biological topics will include gene systems, protein systems, metabolic systems and signaling systems. Mathematical tools will include basic modeling concepts, approximation, static networks, linear vs. nonlinear systems and how to linearize nonlinear systems, and parameter estimation and optimization. Specific case studies will include integrative analysis of genome, protein, and metabolite data, systems biology in medicine and drug development, and synthetic biology.

NEUR 8390 Introduction to Modeling for the Life Sciences

CREDIT HOURS 3.0

PREREQUISITES Instructor consent (a C or above in pre-calculus is beneficial)

DESCRIPTION This is a discussion-based class based on reading assignments and in-class presentations. It prepares non-mathematically literate students for future collaboration with mathematical and computational modelers, without teaching mathematical technicalities. Students from more mathematical backgrounds will learn how to communicate technical ideas to non-mathematicians through collaborative group work.

NEUR 8395 Advanced Mathematical Biology

CREDIT HOURS 3.0

DESCRIPTION This graduate level course extends mathematical methods and models of biological systems, covered in MATH 4010/6010 (BIO 6930) Mathematical Biology. The main focus will be on multidimensional and spatial models of biological systems. The topics will include the dispersal of biological populations and age structure on population growth; rates of spread of invading organisms and population persistence; branching random walks and chain reactions; stochastic and Markov models of biological systems; cellular automata models with deterministic and stochastic rules, related to the infectious disease transmission and control; the Game of Life, and pattern formation in biological networks of different nature.

NEUR 8400 Introduction to Clinical Neuropsychology

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION (Same as PSYC 8540.) Empirical and theoretical bases for understanding the processes of thought, including attention, pattern recognition, learning, memory, language, and reasoning.

NEUR 8420 Principles of Cognitive Neuroscience

CREDIT HOURS 3.0

DESCRIPTION Crosslisted with PSYC 8600. The integrated study of cognitive sciences and neurosciences (i.e. the neural systems underlying cognitive processes). The topics covered include basic neuroanatomy and physiology, neuroimaging methods, and the study of various mental processes linked to brain structure and function in normal human populations, with discussion of the potential relationships between neural circuitry and the formation of internal experience through the integration of sensation, perception, prediction, action, and evaluation.

NEUR 8500 History of Psychology

CREDIT HOURS 3.0

DESCRIPTION (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 Responsible Conduct in Research

CREDIT HOURS 1.0

DESCRIPTION One lecture hour a week. Analysis, discussion, and review of requirements for the fulfillment of the responsible conduct in research (RCR) training, including ethics, publication, attribution of work, conflict of interest, and human and animal welfare. Course also entails taking and passing the Federal Collaborative Institutional Training Initiative (CITI) on-line training. 1.000 Credit hours.

NEUR 8700 Seminar in Psychology

CREDIT HOURS 1.0 - 3.0

DESCRIPTION (Same as PSYC 9900.) Topics presented by special request.

NEUR 8705 Topics in Neuropsychology

CREDIT HOURS 3.0

PREREQUISITES PSYC 8620 with grade of B or higher

DESCRIPTION (Same as PSYC 8910.) 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 HOURS 2.0

PREREQUISITES Consent of the instructor

DESCRIPTION (Same as BIOL 8110.) Two lecture hours a week. Lectures and discussions dealing with contemporary topics in neurobiology.

NEUR 8715 Brains and Behavior Seminar

CREDIT HOURS 1.0

PREREQUISITES Instructor Permission

DESCRIPTION Current Research Topics in Neuroscience and Behavior.

NEUR 8720 Topics in Behavior and Neurobiology

CREDIT HOURS 1.0

DESCRIPTION (Same as BIOL 8950.) May be repeated if topics vary.

NEUR 8740 Topics in Behavioral Neuroscience

CREDIT HOURS 1.0

PREREQUISITES Consent of instructor

DESCRIPTION (Same as PSYC 8956.) May be repeated if topics vary.

NEUR 8750 Seminar in Philosophy of Science

CREDIT HOURS 3.0

DESCRIPTION (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 HOURS 3.0

DESCRIPTION (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 8761 Seminar in Moral Psychology

CREDIT HOURS 3.0

PREREQUISITES Consent of the instructor

DESCRIPTION (Same as PHIL 8770.) An in-depth examination of select topics in moral psychology, such as moral intuitions, moral disagreement, agency and responsibility, virtues, altruism, etc. May be repeated if topic varies. 3 Credit Hours.

NEUR 8762 Topics in Neuroethics

CREDIT HOURS 3.0

PREREQUISITES Consent of the instructor

DESCRIPTION (Same as PHIL 6790) Study of specific issues in neuroethics, such as cognitive enhancement, neuromarketing, neurolaw, neuroscience and free will, etc. 3 Credit Hours.

NEUR 8763 Seminar in Ethics

CREDIT HOURS 3.0

PREREQUISITES Consent of the instructor

DESCRIPTION (Same as PHIL 8700) Topics such as Greek ethics, Kantian ethics, utilitarianism, feminist ethics, and religious ethics. May be repeated if topic varies. 3 Credit Hours.

NEUR 8764 Seminar in Bioethics

CREDIT HOURS 3.0

PREREQUISITES Consent of the instructor

DESCRIPTION (Same as PHIL 8740) 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 if topic varies. 3 Credit Hours.

NEUR 8770 Seminar in Philosophy and Cognitive Science

CREDIT HOURS 3.0

DESCRIPTION (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 HOURS 1.0

DESCRIPTION Current research topics in neuroscience. Repeatable.

NEUR 8790 Topics in Neuroscience

CREDIT HOURS 1.0 - 4.0

PREREQUISITES Consent of instructor

DESCRIPTION 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 HOURS 1.0 - 25.0

DESCRIPTION Master's research. Repeatable course.

NEUR 8810 Directed Laboratory Study

CREDIT HOURS 2.0

COREQUISITES NEUR 8800, NEUR 9910, or NEUR 9999, or equivalent

DESCRIPTION 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 HOURS 2.0

PREREQUISITES Consent of the instructor

DESCRIPTION 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 HOURS 3.0

PREREQUISITES NEUR 8400 or PSYC 8620, or consent of instructor

DESCRIPTION (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 HOURS 1.0 - 25.0

DESCRIPTION Advanced research in neuroscience. Directed research studies. Repeatable.

NEUR 9920 Advanced Directed Readings

CREDIT HOURS 1.0 - 9.0

DESCRIPTION Advanced directed readings in neuroscience. Directed readings in special areas. Repeatable.

NEUR 9999 Dissertation Research

CREDIT HOURS 1.0 - 25.0

DESCRIPTION Doctoral dissertation research.

NURS 6000 Advanced Psychiatric Care for Pediatric and Geriatric Clients

CREDIT HOURS 6.0

PREREQUISITES Graduate of Adult PMH NP program

DESCRIPTION This is a special course for graduates of the Adult PMH NP program at GSU. This is a time limited course and part of a two course curriculum to provide lifespan content to graduates to prepare them for ANCCs Family PMH NP certification exam. The course will be offered two summers only 2012 and 2013 and is limited to this select group of graduates. The course consists of six hours of lecture and asynchronous web-enhanced learning. Clinical placements to enhance learning will consist of a minimum of sixty clinical hours with pediatric patients and a minimum of sixty clinical hours with geriatric clients. The total clinical hours of 180 allows students to specialize in pediatric or geriatric clinical areas.

NURS 6910 Caring for Families and Communities

CREDIT HOURS 5.0

DESCRIPTION For RNs only: The course focuses on the acquisition and application of evidenced-based nursing practice with the goal of improving health at the individual and population levels. Emphasis is placed on health promotion and disease and injury prevention in collaboration with the client and key stakeholders. Under faculty supervision, the student develops and refines professional practice (3 hrs didactic credit; 2 hrs clinical credit [90 clinical contact hrs]).

NURS 6930 Leadership and Management in Nursing

CREDIT HOURS 3.0

PREREQUISITES Must be a Registered Nurse (RN)

DESCRIPTION The Leadership and Management in Nursing course is for registered nurses (RNs). The course focuses on the development, design and application of principles of leadership and management of health care delivery systems. Emphasis is placed upon assuming responsibility for nursing practice including decision making and nursing actions. Serves as one of the two Critical Thinking through Writing (CTW) courses required of all Nursing majors.

NURS 7000 Research Methods for Advanced Practice Nurses

CREDIT HOURS 3.0

PREREQUISITES Admission to master's program in the School of Nursing

DESCRIPTION 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, Health Literacy, and Disparities in Healthcare

CREDIT HOURS 3.0

PREREQUISITES Admission to master's program in the School of Nursing

DESCRIPTION Strategies to prepare healthcare providers to care for a changing and diverse population will also serve as a major focus of the course.

NURS 7010 Gerontological Nursing Prerequisites: Nurs 7500

CREDIT HOURS 3.0

DESCRIPTION This course provides an overview of aging from societal and health perspectives. The course explores ethical and legal issues with a special focus on end-of-life considerations. The course emphasizes the normal aging process and health care problems common to the geriatric population.

NURS 7030 Clinical Practicum in Adult Health Nursing I

CREDIT HOURS 7.0

PREREQUISITES NURS 7500, NURS 7550

DESCRIPTION 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 patients across the adult life span. Students will analyze the nature of acute 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 Clinical Practicum in Adult Health Nursing II

CREDIT HOURS 6.0

PREREQUISITES NURS 7030

DESCRIPTION This course is designed for students to function in the advanced nurse practice 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 patients across the adult life span will be emphasized. One hour credit seminar; five hour credits clinical practice (totAL 225 clinical practice hours).

NURS 7060 Directed Readings

CREDIT HOURS 1.0 - 3.0

DESCRIPTION Individual readings on special topics in nursing and related areas under the guidance of a faculty member.

NURS 7080 Advanced Practice in the Ambulatory Health Care of Women

CREDIT HOURS 6.0 OR 7.0

PREREQUISITES NURS 7500, NURS 7550; NURS 7340 (FNP only); NURS 7050 (AH only)

COREQUISITES NURS 7310, NURS 7320

DESCRIPTION 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 Advanced Practice with the Childbearing Family

CREDIT HOURS 9.0

PREREQUISITES NURS 7080

DESCRIPTION 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 7100 Advanced Psychiatric Care of Pediatric and Geriatric Clients

CREDIT HOURS 6.0

PREREQUISITES Graduate of the Psychiatric NP/CNS Adult Program

DESCRIPTION This course focuses on assessment of the child, adolescent, and geriatric psychiatric mental health client. It also focuses on current treatment modalities for each age group. Students will engage in nursing and psychosocial diagnostic decision making in a variety of hypothetical and clinical scenarios. National priorities for mental health care and a critical analysis of the current delivery system will be discussed.

NURS 7120 Theories of Advanced Psychiatric Nursing

CREDIT HOURS 3.0

DESCRIPTION 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 Advanced Psychiatric Care of Individuals

CREDIT HOURS 6.0

PREREQUISITES NURS 7310, NURS 7320, NURS 7500, NURS 7550, NURS 7900

DESCRIPTION Pre- or co-requisite: NURS 7120 and NURS 7170. 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 Psychiatric Mental Health Nursing of Families and Groups

CREDIT HOURS 6.0

PREREQUISITES NURS 7000, 7120, 7140, 7170, 7310, 7320, 7340, 7420, 7500, 7550, 7600, 7900

COREQUISITES NURS 7190

DESCRIPTION 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 (140 clinical practice hours).

NURS 7170 Advanced Psychopharmacology

CREDIT HOURS 2.0

PREREQUISITES NURS 7000, NURS 7120, NURS 7310, NURS 7320, NURS 7340, NURS 7500, NURS 7600, NURS 7750, NURS 7900

COREQUISITES NURS 7140, NURS 7420

DESCRIPTION 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 HOURS 2.0

PREREQUISITES NURS 7000, NURS 7120, NURS 7140, NURS 7310, NURS 7320, NURS 7340, NURS 7420, NURS 7500, NURS 7550, NURS 7600, NURS 7900

COREQUISITES NURS 7160

DESCRIPTION This course offers complex cases involving adults and older adults with medical and mental illness and/or substance abuse. Students will discuss various advanced practice roles within psychiatric nursing, ie. consultation, education, administration, liaison, and independent practice.

NURS 7200 Nurse as Educator: Instructional Methods

CREDIT HOURS 3.0

PREREQUISITES Entrance to Nursing graduate level professional programs

DESCRIPTION This course offers an overview of the role of nurse as educator and will focus on the variety of instructional methods employed by nurse educators to facilitate learning in the adult within a variety of settings. Distance learning and use of information technology in the educator role will also be explored.

NURS 7210 Nurse as Educator: Assessment and Evaluation

CREDIT HOURS 3.0

PREREQUISITES Entrance to Nursing graduate level professional programs

DESCRIPTION This course will focus on the variety of assessment strategies employed by nurse educators to evaluate learning in the adult in a variety of settings. Curriculum development and program evaluation will also be explored.

NURS 7220 Practical Application of the Role as Nurse Educator

CREDIT HOURS 3.0

PREREQUISITES NURS 7200 or NURS 7210

DESCRIPTION This course offers practical application of the skills and knowledge needed for the advanced specialty role of the nurse educator.

NURS 7310 Advanced Pathophysiological Concepts in Nursing, Part 1

CREDIT HOURS 3.0

DESCRIPTION This is one 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 1 the following systems will be addressed: genetics, cardiovascular, pulmonary, musculoskeletal, fluids and electrolytes, and neurological.

NURS 7320 Advanced Pathophysiological Concepts in Nursing, Part 2

CREDIT HOURS 3.0

DESCRIPTION This is one 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, cancer, and renal.

NURS 7340 Common Health Problems of Adults

CREDIT HOURS 5.0 - 10.0

PREREQUISITES NURS7310 OR NURS7320 NURS 7500, NURS 7550

COREQUISITES NURS7310, NURS 7320

DESCRIPTION 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 across the lifespan 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 Common Health Problems of Children and Adolescents

CREDIT HOURS 6.0

PREREQUISITES NURS 7340

DESCRIPTION Four hours lecture, 9 hous of clinical/week. This course focuses on the health promotion and health maintenance of infants, children, and adolescents. Theories of growth and development are reviewed. Content in relation to parenting behaviors is included. An emphasis is placed on the assessment and management of common child and adolescent health problems.

NURS 7360 Advanced Practicum

CREDIT HOURS 4.0

PREREQUISITES NURS 7340, NURS 7342, NURS 7080

DESCRIPTION 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 Common Health Problems and Issues Pertinent to Children and Adolescents

CREDIT HOURS 2.0 - 9.0

PREREQUISITES NURS 7500, NURS 7550

COREQUISITES NURS 7310, NURS 7320

DESCRIPTION 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 Chronic Health Problems in Children and Adolescents

CREDIT HOURS 7.0

PREREQUISITES NURS 7420

DESCRIPTION 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 Advanced Practicum in Child Health

CREDIT HOURS 10.0

PREREQUISITES NURS 7430, Co-requisite: NURS 7940

DESCRIPTION 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 Health Assessment

CREDIT HOURS 3.0

DESCRIPTION This asynchronous online course is designed to teach advanced health assessment of individuals across the lifespan, infancy through geriatrics. 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 hour lecture, one credit hour on-site laboratory and clinical practice (45 clinical practice hours).

NURS 7550 Pharmacology for the Advanced Practice Nurse

CREDIT HOURS 3.0

DESCRIPTION This course is designed to provide the advanced practice health care provider with a knowledge of pharmacological agents used in the treatment of adults, adolescents, and young children. Emphasis is placed on indications, mechanisms of action, prescriptive drug regimes, and dosages for specific health problems.

NURS 7600 The Culture of Healthcare

CREDIT HOURS 2.0

DESCRIPTION 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 & Organizational Behavior in Healthcare Systems

CREDIT HOURS 3.0

PREREQUISITES Admission to Master's Program or permission of the instructor

DESCRIPTION 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 Promoting Innovations in Nursing and Health Care Systems

CREDIT HOURS 3.0

PREREQUISITES NURS 7610

DESCRIPTION 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, Healthcare Law & Medical Ethics

CREDIT HOURS 3.0

DESCRIPTION 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 Health Care Technology and Clinical Informatics

CREDIT HOURS 3.0

DESCRIPTION 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 Methods and Designs for Measuring Quality & Effectiveness

CREDIT HOURS 3.0

PREREQUISITES NURS 7610

DESCRIPTION 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 Information Systems I

CREDIT HOURS 3.0

PREREQUISITES NURS 7620; NURS 7660

DESCRIPTION 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 Information Systems II

CREDIT HOURS 3.0

PREREQUISITES NURS 7680

DESCRIPTION This course will focus on how to use data to improve patient care.

NURS 7700 Graduate Clinical Practicum

CREDIT HOURS 1.0 - 6.0

PREREQUISITES NURS 7500; NURS 7550; NURS 7310, NURS 7320

DESCRIPTION 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 Advanced Topics in Management

CREDIT HOURS 3.0

PREREQUISITES NURS 7730 and HA 8460

COREQUISITES HA 8420 or NURS 7635

DESCRIPTION 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 Advanced Topics in Healthcare Informatics and Technology

CREDIT HOURS 3.0

PREREQUISITES NURS 7690

DESCRIPTION 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 HOURS 3.0

PREREQUISITES NURS 7620; HA 8160

DESCRIPTION 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 HOURS 3.0

PREREQUISITES NURS 7730

DESCRIPTION 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 7800 Interprofessional Collaboration for Advanced Practice

CREDIT HOURS 3.0

PREREQUISITES Admission to the Graduate Program

DESCRIPTION This course is designed to provide students in health care relate programs with introductory knowledge of interprofessional principles pertaining to team building skills, effective communication, and collaboration of care with individuals with multiple chronic conditions. Philosophical and theoretical foundations pertinent to interprofessional collaboration will be explored. Collaborative interprofessional learning experiences will provide the opportunity to increase knowledge and understanding of each professions contribution to health care.

NURS 7830 Nursing Education Practicum I

CREDIT HOURS 2.0

DESCRIPTION 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 Theoretical Foundations for Advanced Practice Nursing

CREDIT HOURS 3.0

PREREQUISITES Admission to MS program in School of Nursing

DESCRIPTION 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 Advanced Professional Nurse Practice Issues

CREDIT HOURS 2.0

REQUIREMENTS Must be taken within last two semesters of enrollment

DESCRIPTION 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 7950 Theoretical Foundations and Research Methods for Advanced Practice Nursing

CREDIT HOURS 3.0

PREREQUISITES Admission to the Master's program in the School of Nursing

DESCRIPTION This course focuses on developing the skills necessary for advanced practice nurses to critique and utilize theory and research in advanced practice. An overview of the relationships among theory, practice and research are addressed. Nursing theories, as well as theories from other professions, are explored and applied to both research and practice. Aspects of the development and process of both quantitative and qualitative nursing research are introduced.

NURS 7955 Pathophysiology and Pharmacology for the Acute Care Nurse Practitioner Across the Lifespan

CREDIT HOURS 2.0

PREREQUISITES Pathophysiology and pharmacology courses from a previous Masters program

DESCRIPTION Admission to the Post-Master's Certificate program in the School of Nursing. This course is designed to facilitate the students understanding of pathophysiologic concepts and enhance knowledge of pharmacological agents used in the treatments of adults, adolescents and young children in acute care settings. Emphasis is placed on physiological and pathophysiologic phenomena and pharmacological treatment of disorders found in the acute care setting.

NURS 7956 Assessment, Diagnostics, and Procedures for the Acute Care Nurse Practitioner Across the Lifespan

CREDIT HOURS 2.0

PREREQUISITES Advanced health assessment course from previous Masters program

DESCRIPTION Admission to the Post-Master's Certificate Program in the School of Nursing. This course is designed to advance the acute care nurse practitioners knowledge and understanding of concepts and skills of advanced health assessment of clients found in acute care settings.

NURS 7980 Research Practicum

CREDIT HOURS 1.0 - 15.0

DESCRIPTION Directed research in collaboration with a faculty member. For graduate assistants. Does not count toward degree requirements.

NURS 8000 Global Health: Clinical and Community Care

CREDIT HOURS 3.0

DESCRIPTION Prerequisites:Entrance to graduate level professional program. This course provides a historical, cultural and sociopolitical perspective of health and health care in Central America. Students will increase their knowledge of different cultures, health care and differing health care systems. Within this context, students will focus on individuals health, the health of the communities in which they live, and how the health of the community impacts the health of the individual. Students will apply evidence-based nursing practice to the goal of improving health at the individual and population levels through an emphasis on health promotion, disease prevention and health education. Under faculty supervision, students develop and refine clinical practice. Successful completion of this course serves as a prerequisite for the study abroad trip to Nicaragua.

NURS 8001 Epidemiology for Health Professionals

CREDIT HOURS 3.0

PREREQUISITES Admitted to Graduate Nursing Program

DESCRIPTION Epidemiology for Health Professionals is a core course in the Nursing PhD program. The 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 approach to the understanding of disease etiology and prevention. Additionally, this course will explore the interface between epidemiology and policy development. Web-based learning will be used in this course.

NURS 8012 Qualitative Research Methods

CREDIT HOURS 3.0

PREREQUISITES NURS 8035

COREQUISITES NURS 8040

DESCRIPTION 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 Theoretical and Philosophical Foundations for Nursing

CREDIT HOURS 3.0

PREREQUISITES Permission of the instructor

DESCRIPTION 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 HOURS 3.0

PREREQUISITES Permission of instructor, NURS 8035

DESCRIPTION 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 Introduction to Advanced Nursing Research

CREDIT HOURS 3.0

PREREQUISITES Admission to the doctoral program

DESCRIPTION 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 Quantitative Research Methods I

CREDIT HOURS 3.0

PREREQUISITES Permission of Instructor

DESCRIPTION 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 Quantitative Research Methods II

CREDIT HOURS 3.0

PREREQUISITES NURS 8050

DESCRIPTION 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 HOURS 1.0 - 3.0

PREREQUISITES Permission of instructor

DESCRIPTION Individual readings on special topics in nursing and related areas under guidance of a faculty member.

NURS 8070 Comprehensive Examination

CREDIT HOURS 3.0

PREREQUISITES Permission of adviser

DESCRIPTION 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 Populations

CREDIT HOURS 3.0

PREREQUISITES Admission to PhD program and PH 8001

DESCRIPTION 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 for Health Care Professionals

CREDIT HOURS 3.0

PREREQUISITES Admission to PhD program or permission of the instructor

DESCRIPTION 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 Statistical Analysis for Health Care Professions

CREDIT HOURS 3.0

PREREQUISITES NURS 8120 or permission of the instructor

DESCRIPTION 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 8160 Introduction to Health Systems

CREDIT HOURS 3.0

PREREQUISITES Masters degree in nursing

DESCRIPTION Introduction to Health Systems will build upon students understanding of health care systems and delivery in the United States. This will be accomplished through a focused study of measurement and determinants of individual and population based heath. A comparison will be made of other health systems components and interdependence and an evaluation of other health systems performance and outcomes with that of the U.S.

NURS 8200 Special Topics in Nursing and Health I

CREDIT HOURS 3.0

PREREQUISITES Permission of the instructor

DESCRIPTION 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 Perspective on Leadership, Research, Ethics and Policy

CREDIT HOURS 3.0

PREREQUISITES Admission to the PhD program or permission of the instructor

DESCRIPTION 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 HOURS 3.0

PREREQUISITES NURS 8012 or permission of the instructor

DESCRIPTION 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 Advanced Data Management Using SPSS

CREDIT HOURS 2.0

PREREQUISITES NURS 8045

DESCRIPTION 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 HOURS 1.0

DESCRIPTION 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 HOURS 1.0

PREREQUISITES Permission of instructor

DESCRIPTION This course is designed to socialize the student into the role of researcher and scholar.

NURS 8301 Doctoral Seminar II

CREDIT HOURS 1.0

PREREQUISITES Permission of instructor

DESCRIPTION This course is designed to socialize the student into the role of researcher and scholar.

NURS 8330 Mental Health and Aging

CREDIT HOURS 3.0

DESCRIPTION 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 8550 Basics of Financial Management in Health Care Organizations

CREDIT HOURS 3.0

PREREQUISITES Masters degree in nursing

DESCRIPTION This course focuses on application of finance principles and concepts to healthcare organizations. It will provide tools to promote fiscal accountability.

NURS 8610 Advanced Leadership and Organizational Behavior

CREDIT HOURS 3.0

PREREQUISITES Admitted to Graduate Nursing Program

DESCRIPTION Organizations are the key topics of this course. In addition, this course includes an introduction to organizational structures, theory, and practice. Major content of this course is leadership theory and role of the nursing leader.

NURS 8620 Advanced Health Care Technologies

CREDIT HOURS 3.0

PREREQUISITES Must be a registered nurse (RN)

DESCRIPTION This course provides the DNP student with essential content to allow them to be an active user, consumer and driver of current patient care health information technology

NURS 8670 Evidence Based Practice

CREDIT HOURS 3.0

PREREQUISITES Must be a Registered Nurse (RN)

DESCRIPTION This course provides the DNP student with an overview of evidence based management, organizational behavior and change theories applied to health care. The role of the DNP graduate as an effective system leader of interprofessional care teams will be examined.

NURS 8675 Health and Law: Vulnerable Populations and Disparities

CREDIT HOURS 3.0

DESCRIPTION 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. Additional content pertaining to health related disparities will be included. 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.

NURS 8700 Scholarly Writing

CREDIT HOURS 2.0

PREREQUISITES Must be a registered nurse (RN)

DESCRIPTION This course is designed to provide learners with an opportunity to disseminate knowledge through scholarly writing. The focus will be on generating ideas, manuscript development, and the publishing process. Topics will include ethics in writing style and grammar, and manuscript organization and editing.

NURS 8990 Research Practicum

CREDIT HOURS 1.0 - 6.0

PREREQUISITES Permission of instructor

DESCRIPTION This course provides students the opportunity to participate in the research process with a faculty member who is actively engaged in research.

NURS 8992 DNP Project Development Transition

CREDIT HOURS 2.0

PREREQUISITES Must be a Registered Nurse (RN)

DESCRIPTION This course will introduce the student to the role of the Doctor of Nursing Practice. The student will explore the role using the essentials of DNP education and its application to their own role as a clinical scholar. Use of informatics, technology, scholarship, and evidence based nursing will be required. The requirements for the DNP scholarly project will be examined and discussed in relation to various advanced practice nursing roles. The student will choose an area for scholarship immersion, identify a topic for their scholarly project, and begin to design their professional portfolio.

NURS 8994 DNP Project Planning

CREDIT HOURS 2.0

DESCRIPTION Must be a Registered Nurse (RN). This course is the second course in the Doctor of Nursing Practice (DNP) practicum experience. In this course the student will have opportunities for directed practice experiences with mentors in the chosen area of specialization. Students will gain knowledge planning their scholarly projects and building their knowledge base and skills at a higher level of complexity. In this course the student with the assistance of faculty will design and plan the DNP project.

NURS 8996 DNP Implementation

CREDIT HOURS 3.0

PREREQUISITES NURS 8670, NURS 8700, NURS 8992, NURS 8160, NURS 8550, NURS 8994, NURS 8001, NURS 8620

DESCRIPTION This course is the third course in the Doctor of Nursing Practice (DNP) practicum experience. In this course the student will have opportunities for directed practice experiences with mentors in the chosen area of specialization. In this course the student with the assistance of faculty will implement the DNP scholarly project.

NURS 8998 DNP Project Dissemination

CREDIT HOURS 3.0

PREREQUISITES NURS 8670, NURS 8700, NURS 8992, NURS 8160, NURS 8550, NURS 8994, NURS 8001, NURS 8620, NURS 8996 and NURS 8610

DESCRIPTION This course is the fourth course in the Doctor of Nursing Practice (DNP) practicum experience. In this course the student will have opportunities for directed practice experiences with mentors in the chosen area of specialization. In this course the student with the assistance of faculty will demonstrate the synthesis of the students experience, coursework, and clinical practice application. Dissemination of the findings of the DNP scholarly project will occur.

NURS 9000 Nursing Dissertation Proposal

CREDIT HOURS 3.0

PREREQUISITES Completion of 45 hours of core coursework applicable to the PhD degree, and a GPA of 3.0 or higher

DESCRIPTION The purpose of the Dissertation Proposal course is for students to develop and orally defend their written dissertation proposal. This will serve to ascertain the students ability to synthesize the knowledge accumulated in the doctoral program and communicate that knowledge in writing. Successful defense of the dissertation proposal is an indicator of the students preparation of and readiness to implement a rigorous scientific research plan. If the dissertation proposal is not successfully defended in one semester, the student will register for NURS 9000 for the next semester.

NURS 9200 Nurse as Educator: Instructional Methods

CREDIT HOURS 3.0

PREREQUISITES Entrance to Nursing graduate level professional programs

DESCRIPTION This course offers an overview of the role of nurse as educator and will focus on the variety of instructional methods employed by nurse educators to facilitate learning in the adult within a variety of settings. Distance learning and use of information technology in the educator role will also be explored.

NURS 9210 Nurse as Educator: Assessment and Evaluation

CREDIT HOURS 3.0

PREREQUISITES Entrance to Nursing graduate level professional programs

DESCRIPTION This course will focus on the variety of assessment strategies employed by nurse educators to evaluate learning in the adult in a variety of settings. Curriculum development and program evaluation will also be explored.

NURS 9220 Practical Application of the Role as Nurse Educator

CREDIT HOURS 3.0

PREREQUISITES NURS 9200 or NURS 9210

DESCRIPTION This course offers practical application of the skills and knowledge needed for the advanced specialty role of the nurse educator.

NURS 9990 Doctoral Dissertation

CREDIT HOURS 1.0 - 9.0

PREREQUISITES Successful completion of comprehensive examination

DESCRIPTION After other course work is completed, student must register for a minimum of 3 hours of credit continuously until dissertation is completed.

NUTR 6001 Supervised Practice I

CREDIT HOURS 3.0

PREREQUISITES Entry into the Coordinated Program

DESCRIPTION This course provides students with experience working in community, clinical or management settings under the supervision of a preceptor.

NUTR 6002 Supervised Practice II

CREDIT HOURS 3.0

PREREQUISITES Entry into the Coordinated Program

DESCRIPTION This course provides students with experience working in community, clinical or management settings under the supervision of a preceptor.

NUTR 6003 Supervised Practice III

CREDIT HOURS 3.0

PREREQUISITES Entry into the Coordinated Program

DESCRIPTION This course provides students with experience working in community, clinical or management settings under the supervision of a preceptor.

NUTR 6004 Supervised Practice IV

CREDIT HOURS 3.0

PREREQUISITES Entry into the Coordinated Program

DESCRIPTION This course provides students with experience working in community, clinical or management settings under the supervision of a preceptor.

NUTR 6005 Supervised Practice V

CREDIT HOURS 3.0

PREREQUISITES Entry into the Coordinated Program

DESCRIPTION This course provides students with experience working in community, clinical or management settings under the supervision of a preceptor.

NUTR 6006 Supervised Practice VI

CREDIT HOURS 3.0

PREREQUISITES Entry into the Coordinated Program

DESCRIPTION This course provides students with experience working in community, clinical or management settings under the supervision of a preceptor.

NUTR 6011 Orientation to Practice I

CREDIT HOURS 1.0

PREREQUISITES Permission of the instructor

DESCRIPTION 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 HOURS 1.0

PREREQUISITES Permission of the instructor

DESCRIPTION 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 Principles of Nutrition

CREDIT HOURS 3.0

PREREQUISITES BIOL 2107K & BIOL 2108K or consent of instructor

DESCRIPTION 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 Nutrition Research Methods

CREDIT HOURS 3.0

PREREQUISITES SNHP 6000 or consent of the instructor

DESCRIPTION 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 HOURS 3.0

PREREQUISITES SNHP 6000 or consent of the instructor

DESCRIPTION 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 that includes nutrition education materials for a selected target group. 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.

NUTR 6103 Nutritional Epidemiology

CREDIT HOURS 3.0

PREREQUISITES SNHP 6000, NUTR 6101, or consent of instructor

DESCRIPTION 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 Advanced Normal Nutrition

CREDIT HOURS 3.0

PREREQUISITES NUTR 6500 AND NUTR 6700 or equivalent

DESCRIPTION This course focuses on the metabolism of macronutrients and micronutrients, 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 Life Cycle Nutrition

CREDIT HOURS 3.0

PREREQUISITES Prerequisite: None for students accepted into the M.S. in Health Sciences concentration in Nutrition program or the undergraduate Nutrition Science program

DESCRIPTION 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 6150 Food Science

CREDIT HOURS 3.0

PREREQUISITES Entry into the M.S. in Health Science with a specialization in nutrition

DESCRIPTION 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 6151 Food Science Laboratory

CREDIT HOURS 1.0

DESCRIPTION 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 HOURS 3.0

PREREQUISITES NUTR 3150 or consent of instructor

DESCRIPTION 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 6300 Nutrition Counseling Skills

CREDIT HOURS 3.0

PREREQUISITES Current student in good standing in the Master of Science in Health Science, Nutrition

DESCRIPTION This course focuses on the application of a helping model and interviewing and counseling skills to help clients achieve and maintain dietary behavior change. The course includes practicing effective interpersonal relationship skills and the implementation of different nutrition counseling theories and strategies. Role play and mock counseling sessions will engage students to effectively communicate in both in-patient and out-patient settings, in working with difficult patients and with patients living in environments leading to non-compliance. The course will also encourage communication skills that foster collaboration with other health care professionals/team and the ability to help triage patients appropriately into expanded care/programs/classes. While practicing a variety of nutrition counseling strategies, the student will become more aware and comfortable with effective communication as a dietetics professional, in recognizing barriers to dietary change in a variety of settings, and in implementing a holistic approach to improved health.

NUTR 6500 Macronutrients

CREDIT HOURS 3.0

PREREQUISITES None for students accepted into the M.S. in Health Sciences concentration in Nutrition Program

DESCRIPTION Course covers to the digestion, absorption, biochemical functions, and metabolism of carbohydrates, lipids, and protein. Emphasis is placed on the role of macronutrients in human nutrition.

NUTR 6700 Micronutrients

CREDIT HOURS 3.0

PREREQUISITES None for students accepted into the M.S. in Health Sciences concentration in Nutrition Program

DESCRIPTION This course covers the digestion, absorption, biochemical functions, and metabolism of vitamins, minerals, and trace elements. Emphasis is placed on the role of micronutrients in human nutrition.

NUTR 6800 International Nutrition

CREDIT HOURS 3.0

PREREQUISITES Permission of Instructor

DESCRIPTION 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 6955 Nutrition Policy and Program Planning

CREDIT HOURS 3.0

PREREQUISITES None for students accepted into the Health Science degree program with a specialization in nutrition

DESCRIPTION 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 6970 Communicating Nutrition Science to the Public

CREDIT HOURS 3.0

PREREQUISITES Consent of the instructor

DESCRIPTION This interactive course is designed to giveprovide students a hands-on experience with nutrition and health communicationsvarious media formats. Students will evaluate and create nutrition and health messaging for target audiences across traditional, digital and social media formats, plan and practice media interviews, and write feature articles for web and print publication.

NUTR 6990 Entrepreneurial Nutrition

CREDIT HOURS 3.0

PREREQUISITES Consent of the instructor

DESCRIPTION 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 HOURS 3.0

PREREQUISITES SNHP 6000 and NUTR 4200 or NUTR 7200 or consent of instructor

DESCRIPTION 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 7103 Advanced Food Investigations and Clinical Problems

CREDIT HOURS 3.0

PREREQUISITES Consent of the instructor

DESCRIPTION Development of food products to meet specialized clinical needs.

NUTR 7104 Reproductive and Pediatric Nutrition

CREDIT HOURS 3.0

PREREQUISITES NUTR 7200 or consent of the instructor

DESCRIPTION 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 HOURS 3.0

PREREQUISITES NUTR 4200 or NUTR 7200 or consent of instructor

DESCRIPTION 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 HOURS 3.0

PREREQUISITES NUTR 6104 or consent of the instructor

DESCRIPTION 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 Nutrition

CREDIT HOURS 3.0

PREREQUISITES NUTR 6104

DESCRIPTION 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 HOURS 3.0

PREREQUISITES NUTR 6104 or consent of the instructor

DESCRIPTION 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 7109 Body Composition Assessment

CREDIT HOURS 3.0

PREREQUISITES Graduate student in the Byrdine F

DESCRIPTION Lewis School of Nursing and Health Professions or consent of instructor. Assessment of body weight, body dimensions, and body composition is of considerable interest to those working in the health professions, as the information derived from these assessments is associated with health risks. In addition, the health professionals ability to accurately plot changes in body composition over time is important for determining whether the patient/client is changing in a way that reduces or increases health risk. There are numerous strategies for assessing body dimensions and composition, ranging from weight/height growth charts used with children, to skinfolds, and to more sophisticated analysis techniques that involve bioelectrical impedance and dual-energy x-ray absorptiometry. This course will review both the historical and new methods available to health professionals for the assessment of body dimensions and body composition, with special emphasis on the strengths and weaknesses of each technique and how these techniques may be appropriately used with the client/patient.

NUTR 7200 Nutrition and Disease

CREDIT HOURS 3.0

PREREQUISITES NUTR 3500/6500 and NUTR 3700 /6700 or equivalent and consent of instructor

DESCRIPTION This course introduces students to the role of nutrition in the prevention and management of diseases and conditions related to the gastrointestinal tract, cardiovascular system, the renal system, and pulmonary function. Anemias, metabolic disorders, inflammation, immunological disorders, and osteoporosis are also reviewed.

NUTR 7250 Medical Nutrition Therapy Laboratory

CREDIT HOURS 1.0

PREREQUISITES None for students accepted into the Coordinated Program (without a verification statement)

DESCRIPTION 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 7280 Nutritional Genomics

CREDIT HOURS 3.0

PREREQUISITES NUTR 3500 and NUTR 3700

DESCRIPTION Course covers how nutrients affect gene expression, how nutrients and genes interact, how nutrients affect the process of select diseases, and epigenomics (alteration of gene expression without genetic change)

NUTR 7500 Comprehensive Examination

CREDIT HOURS 3.0

DESCRIPTION Prerequisites- Admission to Graduate Program. This course is one of the non-thesis capstone options offered in the Department of Nutrition. The comprehensive examination will consist of essay questions taken from a pool of essay questions from each of the Health Sciences Core and Specialization Curriculum courses. The course will be taken in the semester of graduation.

NUTR 7899 Nutrition Project

CREDIT HOURS 1.0 - 3.0

PREREQUISITES Consent of instructor

DESCRIPTION This course includes supervised independent study in an area of special interest to the student.

NUTR 7900 Special Problems in Nutrition and Dietetics

CREDIT HOURS 1.0 - 12.0

PREREQUISITES NUTR 6104 and consent of the instructor

DESCRIPTION Individual study of a selected topic under the direction of a faculty member.

NUTR 7950 Topics in Advanced Medical Nutrition Therapy

CREDIT HOURS 3.0

PREREQUISITES SNHP 6000, NUTR 4200 or NUTR 7200

DESCRIPTION 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 HOURS 1.0 - 15.0

DESCRIPTION Directed research in collaboration with a faculty member. For graduate assistants. Does not count towards degree requirements.

NUTR 7990 Master's Project

CREDIT HOURS 3.0

PREREQUISITES Consent of faculty advisor

DESCRIPTION A minimum of six semester hours must be taken. This course includes individual study of a selected project in nutrition, food science or laboratory science under the direction of an approved project chair. Students must develop and orally present, explain, and defend their project as part of the capstone requirement.

NUTR 7999 Thesis

CREDIT HOURS 3.0

PREREQUISITES SNHP 6000 and consent of faculty advisor

DESCRIPTION Note: A minimum of six semester hours must be taken. This course includes individual study of a selected investigation in nutrition, food science or laboratory science under the direction of an approved thesis chair and thesis committee. Students must develop and orally present, explain and defend their thesis as part of the capstone requirement.

OT 5500 Human Gross Anatomy for Occupational Therapy

CREDIT HOURS 4.0

COREQUISITES Anatomy and Physiology 1 & 2 / SNHP 5501 Gross Anatomy Lab

DESCRIPTION This course of Human Gross Anatomy is designed to provide occupational therapy students a fundamental knowledge of human anatomy. An emphasis will be placed on the musculo-skeletal, peripheral nervous systems, and cardiao-vascular systems to enhance the understanding of clinical conditions that will likely be encountered in the practice of occupational therapy.

OT 5501 Human Gross Anatomy for Occupational Therapy Laboratory

CREDIT HOURS 2.0

COREQUISITES Anatomy and Physiology 1 & 2 / SNHP 5500 Human Gross Anatomy Lecture

DESCRIPTION This lab component of Human Gross Anatomy is designed to provide occupational therapy students with hands-on experience with cadaver dissection to gain in-depth knowledge of human anatomy. An emphasis will be placed on the musculo-skeletal, peripheral nervous systems, and cardiao-vascular systems to enhance the understanding of clinical conditions that will likely be encountered in the practice of occupational therapy.

OT 5600 Medical Conditions across the Lifespan

CREDIT HOURS 4.0

PREREQUISITES Admission into the occupational Therapy Program

DESCRIPTION This course is a survey course to introduce the student to a variety of medical conditions that are frequently encountered in various settings in which occupational therapists may practice. The course will consist of lectures, discussions, and case work related to the etiology, pathology, symptomatology, and medical/surgical management of selected medical conditions which affects an individuals ability to participate in occupational endeavors. The student will begin to develop skills in acquiring and utilizing appropriate resources that will be added to over the next 2 years in the program.

OT 6100 Analysis and Adaptation of Occupation

CREDIT HOURS 3.0

PREREQUISITES Admission to the OTM Program

DESCRIPTION This first semester lecture course provides the students with an understanding of the historical foundation of the profession of occupational therapy, focusing on philosophical assumptions, and core concepts of the profession. This course is designed to introduce students to the Occupational Therapy process and introduces The Occupational Therapy Practice Framework: Domain & Process (OTPF) 3rd edition (AOTA, 2014), an official document for the profession. Through interactive teaching, peer instruction and participatory activities, students investigate the complexities of occupation as the foundation of the practice of occupational therapy.

OT 6101 Analysis and Adaptation of Occupation Lab

CREDIT HOURS 1.0

PREREQUISITES Admission to the OTM Program

COREQUISITES SNHP 6100- Analysis and Adaptation of Occupation

DESCRIPTION This first semester lab course accompanies SNHP 6100 Lecture course and provides the students with an opportunity for interactive, dynamic, hands on activities to develop an understanding of occupation, activity analysis, evaluation of ADLs/IADL and professional documentation Addresses ACOTE Standards: B1.2, B2.1, B2.2, B.2.3, B2.7, B4.4, B4.10.

OT 6110 Social and Cultural Determinants of Health and Occupation across the Life Span

CREDIT HOURS 3.0

PREREQUISITES Admission to the OTM Program

DESCRIPTION This course examines current theory and research related to the development of human occupation and how it changes throughout the life course. This course also focuses on effects of occupations on health and how societal and cultural determinants influence an individuals quality of life throughout the life span. Through interactive teaching, peer instruction and participatory activities, students will observe, interpret, and describe occupational performance, and apply relevant theories and constructs to understand the development of human occupation. Addresses ACOTE Standards: B1.2, B1.3, B1.4, B1.5, B2.2, B2.3, B2.4, B2.5, B2.6, B. 2.9, B3.1, B3.2, B3.4, B4.6, B 5.4.

OT 6120 Functional Movement Across the Lifespan Analysis and Assessment

CREDIT HOURS 3.0

PREREQUISITES Admission to the OTM Program

COREQUISITES SNHP 6121

DESCRIPTION In this lecture course students will develop an understanding of clinical human anatomy and biomechanical principles underlying human movement and their application to occupational performance and how it changes across the lifespan. Students will perform detailed regional analyses of the upper and lower extremities and the trunk. Addresses ACOTE Standards: B1.1, B1.2, B2.7, B2.8, B3.1, B3.3, B4.1, B4.2, B4.3, B4.4.

OT 6121 Functional Movement Across the Lifespan Analysis and Assessment Lab

CREDIT HOURS 1.0

PREREQUISITES Admission to the OTM Program

COREQUISITES SNHP 6120

DESCRIPTION This lab course accompanies OT 6120, and provides the student with an opportunity for interactive, dynamic, hands on activities to develop an understanding of functional human movement, how movement affects performance, and how it changes across the lifespan. Students will perform detailed regional analyses of the upper and lower extremities and the trunk. Assessment procedures such as palpation, muscle strength testing, range of motion, flexibility testing, and reflex integration will be learned in order to understand their relationships to occupational performance. Addresses ACOTE Standards: B1.1, B1.2, B2.7, B.2.8, B3.1, B.4.1, B4.2, B.4.3, B.4.4, B4.6.

OT 6130 Evidence Based Practice and Clinical Research I

CREDIT HOURS 2.0

PREREQUISITES Admission to the OTM Program

DESCRIPTION This course is designed to inform students regarding the role and creation of practiced-based evidence in occupational therapy. The course covers the concepts, methods, and strategies related to evidence-based practice. The goal of the course is to support students in the development of critical reading and writing skills with particular relevance to understanding human occupation and the practice of occupational therapy through scientific inquiry. This course is the first in the sequence leading to the development of a proposal and completion of a research project. Addresses ACOTE Standards: B1.7, B4.2, B4.6, B8.1, B8.2, B8.3, B8.4, B8.5.

OT 6140 Clinical Skills for Occupation Based Practice Seminar I

CREDIT HOURS 2.0

PREREQUISITES Admission to the OTM Program

DESCRIPTION This course is the first occupation based practice seminar in a four seminar sequence and is an essential element to the first Level 1 Fieldwork experience as it facilitates the integration of information from the didactic component of the OT program to the practical clinical applications in the natural environment with seasoned professionals. The student will participate in approximately 40 hours (over the course of the semester) of supervised client involvement in a variety of settings. This seminar provides for active engagement through directed fieldwork experiences, classroom instruction, and experiential lab activities. Clinical case studies will be used to facilitate clinical reasoning processes and enhance client-centered, occupation-based practice. Students will be introduced to professional socialization, therapeutic use of self, ethical practice and group dynamics. Peer-instruction, active engagement and self-direction are essential aspects of this seminar.

OT 6150 Neuroscience: Assessing Human Performance

CREDIT HOURS 2.0

PREREQUISITES OT 5500 and OT 5501

COREQUISITES OT 6151

DESCRIPTION This course covers 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 in order to introduce basic and applied neuroanatomical and neurophysiological principles. Through the assessment of human behavior and performance in relation to the nervous system, students will discuss pathophysiology, clinical manifestations, diagnostic procedures, evidence-based practices, and interdisciplinary management, along with prevention in occupational therapy.

OT 6151 Neuroscience: Assessing Human Performance Lab

CREDIT HOURS 1.0

PREREQUISITES OT 5500 AND OT 5501

COREQUISITES OT6150

DESCRIPTION This lab course covers provides hands-on experiences and clinical application of material covered in OT 6150; Neuroscience lecture by applying neuroanatomical and neurophysiological principles. A variety of diagnostic procedures will be utilized to better understand human behavior and performance in relation to the nervous system.

OT 6200 Applied Concepts of Wellness and Illness

CREDIT HOURS 3.0

PREREQUISITES OT 6100 Analysis and Adaptation of Occupation

DESCRIPTION This course examines current theory and research in occupational therapy related to the understanding of individuals' reactions to disability / disease and the promotion of health and wellness across the lifespan and identifies the role of occupation in the promotion of health and prevention of disease and disability. This course delves into professional ethics and standards of care. Students will utilize American Occupational Therapy Association (AOTA) Ethics, Core Values and Attitudes of OT Practice, and AOTA Standards of Practice as a guide for ethical decision-making while focusing on health and wellness.

OT 6210 Occupational Assessment and Intervention Across the Lifespan

CREDIT HOURS 3.0

COREQUISITES OT 6211

DESCRIPTION In this lecture course students will explore a variety of diagnostic conditions and disorders and their impact on occupational performance, models and theories of practice, research evidence, and practice contexts/environments of children from birth to adulthood. Students will examine factors influencing occupational performance of children including performance skills, performance patterns, context, activity demands, cultural influences and client factors that affect their occupational performance. Students will critically analyze the evidence supporting evaluation and treatment methodologies used with children and adolescence with a variety of issues.

OT 6211 Occupational Assessment & Intervention Across the Lifespan Lab

CREDIT HOURS 1.0

COREQUISITES OT 6210

DESCRIPTION This lab course accompanies OT 6210 and provides the student with an opportunity for interactive, dynamic, hands on activities to develop an understanding of occupational performance of children including performance skills, performance patterns, context, activity demands, cultural influences and client factors that affect their occupational performance in a variety of contexts. Students will participate in the occupational therapy process of working with children using evaluation tools, intervention planning and documentation.

OT 6220 Assistive Technology and Environmental Assessment and Intervention Across the Lifespan

CREDIT HOURS 2.0

COREQUISITES OT 6221

DESCRIPTION In this lecture course students will examine technology for health and wellness of populations and individuals with and without disabilities. Students will explore the impact of the non-human environment on occupational performance of the individuals across the lifespan and gain the necessary knowledge and skills to provide evaluation and intervention. Through this course, students learn how to apply evidence-based practice, resource coordination, and advocacy for clients who utilize technology and environmental intervention.

OT 6221 Assistive Technology and Environmental Assessment and Intervention Across the Lifespan Laboratory

CREDIT HOURS 1.0

COREQUISITES OT 6220

DESCRIPTION This lab course accompanies OT 6220 and provides the student with an opportunity for interactive, dynamic, hands on activities to develop an understanding of technology for health and wellness of populations and individuals with and without disabilities. Students will gain the necessary knowledge and skills to provide evaluation, intervention, and documentation. Through this course, students learn how to apply evidence-based practice, resource coordination, and advocacy for clients who utilize technology and environment intervention.

OT 6230 Evidence Based Practice and Clinical Research II

CREDIT HOURS 2.0

PREREQUISITES OT 6130 Evidence Based Practice and Clinical Research

DESCRIPTION This is the second course in a sequence of two courses designed to develop knowledge and skills for using scientific evidence in clinical decision-making and in understanding clinical research. We will examine evidence gathered using a variety of quantitative and Qualitative methods including group designs and meta-analytic approaches. A variety of teaching / learning methods including cooperative learning, mini-lectures, experiential learning and interactive reflection and feedback will be used.

OT 6240 Clinical Skills for Occupation Based Practice Seminar II

CREDIT HOURS 2.0

COREQUISITES OT 6140

DESCRIPTION This is the second integrative seminar in the four-seminar sequence. The student will participate in approximately 40 hours of supervised client involvement in a variety of settings. The seminar portion of this course is designed to enhance clinical reasoning processes and the use of sound judgment by integrating knowledge and skills from previous educational and work experiences and from concurrent OT courses with weekly fieldwork experiences. This seminar focuses on task analysis, and active participation in the OT processes of screening, evaluation and referral. Students will participate through self-directed and collaborative learning, class participation and leadership activities.

OT 7100 Orthopedic Assessment & Intervention Across the Lifespan

CREDIT HOURS 2.0

COREQUISITES OT 7101

DESCRIPTION In this lecture course students will explore a variety of orthopedic diagnostic conditions and their impact on occupational performance of adults. Students will critically analyze models and theories of practice, research evidence and current concepts and techniques utilized in orthopedic rehabilitation. 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. Students will critically analyze the evidence supporting evaluation and treatment methodologies used with individuals with orthopedic impairments.

OT 7101 Orthopedic Assessment & Intervention Across the Lifespan Lab

CREDIT HOURS 1.0

COREQUISITES OT 7100

DESCRIPTION This lab course accompanies OT 7100 and facilitates student learning through interactive, dynamic, hands on activities to develop skills in providing OT services to individuals with orthopedic diagnoses. Students will be instructed in use of orthotic and prosthetic devices and equipment utilized (including thermal modalities) in occupational therapy with this population. Students will participate in the occupational therapy process including screening, evaluation, and intervention plan development using interactive case study design.

OT 7110 Disability Theory, Mental Health and Group Process: Assessment and Intervention Across the Lifespan

CREDIT HOURS 3.0

COREQUISITES OT 7111

DESCRIPTION In this lecture course students will explore diagnostic conditions and disorders, models and theories of practice, and research evidence for occupational therapy practice with adults, individually and in groups, with a variety of mental health disorders. This course is designed to provide knowledge and skills needed to select and implement specific occupational therapy assessments and interventions including individual and group interventions. This course will focus on individuals living with conditions most likely to benefit from remedial interventions focusing on performance skills and client factors.

OT 7111 Disability Theory, Mental Health and Group Process: Assessment and Intervention Across the Lifespan

CREDIT HOURS 1.0

PREREQUISITES OT 7110

DESCRIPTION This lab course accompanies OT 7110 and facilitates student learning through interactive, dynamic, hands on activities designed to provide knowledge and skills needed to select and implement specific occupational therapy assessments and interventions to individuals as well as groups focusing on mental health disorders impacting occupational functioning. The student will focus on both individual treatment as well as group dynamics used for occupational performance deficits of adults with mental health issues. Students will participate in the occupational therapy process including screening, evaluation, and intervention plan development and documentation using interactive case study design.

OT 7120 Cognitive and Perceptual Assessment and Intervention Across the Lifespan

CREDIT HOURS 3.0

COREQUISITES OT 7121

DESCRIPTION In this lecture course students will learn about the cognitive and perceptual aspects of disease and disability while examining occupational therapy models of practice that support occupational performance throughout the lifespan. Students will critically analyze the evidence supporting evaluation and treatment methodologies used with individuals with cognitive and perceptual difficulties.

OT 7121 Cognitive and Perceptual Assessment and Intervention Across the Lifespan Laboratory

CREDIT HOURS 1.0

COREQUISITES OT 7120

DESCRIPTION This lab course accompanies OT 7120 and provides the student with an opportunity for interactive, dynamic, hands on activities to develop an understanding of cognitive and perceptual aspects of disease and disability. This course provides an introduction to evaluation tools and methodologies used in analyzing interventions in cognition and perceptual disorders.

OT 7130 Masters Project I

CREDIT HOURS 2.0

PREREQUISITES Evidence based practice II

DESCRIPTION This course supports the development of a research proposal and the skills needed to implement a research project. This course builds on the skills developed through pre-requisite coursework as well as courses completed in the first year of the program. Through a series of lectures, small group discussions and lab activities students are guided through the development of a research proposal and analysis of data.

OT 7140 Field Work I C and Skills for Occupational Based Practice Seminar III

CREDIT HOURS 2.0

PREREQUISITES OT 6140 and OT 6240

DESCRIPTION This course is the third occupation based practice seminar in a four-seminar sequence and is an essential element to the first Level 1 Fieldwork experience. The student will participate in approximately 40 hours of supervised client involvement in a pediatric environment. This seminar provides for active engagement through directed fieldwork experiences, classroom instruction, experiential lab activities, and clinical case studies to facilitate clinical reasoning processes and enhance client-centered, occupation-based practice. Continued focus on the occupational therapy process will including intervention planning, as well as promoting professional development through initiating a professional portfolio.

OT 7230 Masters Project II

CREDIT HOURS 2.0

PREREQUISITES OT 7130

DESCRIPTION In this course students complete the collection and analysis of their data as well as the development of a final paper and poster presentations of their study findings. The skills addressed in this course include data entry and management, data analysis and preparation of tables and figures and the integration of the findings with existing literature. The emphasis on scientific writing and presentation emphasizes the importance of contribution to the OT literature and continuing education programs.

PFP 8389 Directed Readings in Personal Financial Planning

CREDIT HOURS 1.0 - 3.0

PREREQUISITES Consent of the instructor, good academic standing

DESCRIPTION

PFP 8400 Introduction to Wealth Management

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: None

DESCRIPTION This course introduces the student to the concepts of wealth management and personal financial planning. The course surveys the technical domains of wealth management, the processes for the efficent delivery of advisory services, and client beahaviors and their role in the delivery of advice. The course considers the economics of the advisory business, evaluating the intersection of the demand for advisory services with the supply. Integration of the various elements of wealth management is done through a comprehensive planning assignment.

PFP 8420 Financial Advice and Planning over the Life Cycle

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: None

DESCRIPTION This course examines financial decision making over the life cycle. Among the main topics covered are setting financial objectives, insurance and risk management, planning for adequate retirement income, social security and other government benefits, income tax planning, qualified plans, pre- and post-retirement investment planning, planning for long-term care, and planning for incapacity.

PFP 8460 Law, Enterprise, and Planning for Asset Transfer

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: None

DESCRIPTION This course examines how law affects financial planning from the formation of the enterprise, be it a household or a business. The course analyzes the arrangement of future wealth transfers to maximize the personal and financial well being for an individual and the individual's survivors. This involves study of legal, tax and human factors surrounding the efficient transfer of property. Main topics include a study of wills, trusts, probate and non-probate transfers, and federal transfer taxation.

PFP 8520 Advanced Studies in Wealth Management and Advisor Practice

CREDIT HOURS 1.0 - 3.0

PREREQUISITES None

REQUIREMENTS CSP: None

DESCRIPTION This course is designed as a capstone for students in the wealth management program. The emphasis is on integrating knowledge from the program and building the skills for a successful advisory practice. The course assesses the student's relative strengths across the domains of wealth advisory practice. The course also examines practice management and profitability of advisory firms. Students participate in case study role play exercises to build communication skills. Students identify a wealth management client and complete the advisory process. Students also prepare a wealth management paper suitable for submission to a professional journal.

PHIL 6010 Plato

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 in Ancient Philosophy

CREDIT HOURS 3.0

DESCRIPTION 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 6050 Topics in Modern Philosophy

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 in 19th Century Philosophy

CREDIT HOURS 3.0

DESCRIPTION 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 in the History of Philosophy

CREDIT HOURS 3.0

DESCRIPTION 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 in Continental Philosophy

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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. May be repeated but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 6130 Philosophy of Science

CREDIT HOURS 3.0

DESCRIPTION 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. May be repeated but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 6150 Topics in Epistemology

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION Topics may include personal identity and human nature; space, time, matter, and causality; freedom and determinism; teleology; and conceptions of divinity. May be repeated but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 6330 Philosophy of Mind

CREDIT HOURS 3.0

DESCRIPTION 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. May be repeated but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 6340 Philosophy and Cognitive Science

CREDIT HOURS 3.0

DESCRIPTION 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. May be repeated but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 6350 Topics in Metaphysics

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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. May be repeated but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 6700 Ethics

CREDIT HOURS 3.0

DESCRIPTION Major Western theories, such as relativism, egoism, emotivism, utilitarianism, deontology, naturalism, intuitionism, virtue, ethics, existential ethics, and feminist ethics. May be repeated but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 6740 Biomedical Ethics

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION Examination of how humans function in moral contexts and how this 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. May be repeated but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 6780 Neuroethics

CREDIT HOURS 3.0

DESCRIPTION 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. May be repeated but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 6790 Topics in Neuroethics

CREDIT HOURS 3.0

DESCRIPTION Study of specific issues in neuroethics, such as cognitive enhancement, neuromarketing, neurolaw, and neuroscience and free will. May be repeated but only if content varies. A maximum of six credit hours may be applied toward the degree.tc.

PHIL 6800 Social and Political Philosophy

CREDIT HOURS 3.0

DESCRIPTION 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. May be repeated but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 6820 Philosophy of Law

CREDIT HOURS 3.0

DESCRIPTION Topics such as theories of law, feminist legal theory, the nature of legal reasoning, legal obligation, law and justice, law and morality. May be repeated but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 6830 Topics in Philosophy of Art

CREDIT HOURS 3.0

DESCRIPTION Historical and contemporary accounts of the nature of art, aesthetic experience, creative activity, imagination, expression, interpretation, and aesthetic evaluation. May be repeated but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 6855 Advanced Topics in Political Theory

CREDIT HOURS 3.0

DESCRIPTION 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 Feminist Philosophy

CREDIT HOURS 3.0

DESCRIPTION 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 in Social and Political Philosophy

CREDIT HOURS 3.0

DESCRIPTION Study of selected issues in social/political philosophy. The focus will be on contemporary ethics but the course may include some study of historical figures. May be repeated but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 6900 Issues in Philosophy

CREDIT HOURS 3.0

DESCRIPTION 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 8000 Seminar in Philosophy

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION Investigation of a specific theme, philosopher, or text such as Plato's Republic, Aristotle's metaphysics, Epicurus, Hellenistic ethics, or skepticism in ancient philosophy. May be repeated but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 8050 Seminar in Analytic Philosophy

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 8075 Seminar in 19th Century Philosophy

CREDIT HOURS 3.0

DESCRIPTION Detailed examination of a major figure, theme, or text from the long 19th century (roughly 1789-1914). May be repeated but only if content varies. A maximum of six credit hours may be applied toward the major.

PHIL 8085 Seminar in the History of Philosophy

CREDIT HOURS 3.0

DESCRIPTION Detailed examination of a major figure, theme, or text from the history of philosophy. May be repeated once if topic varies. A maximum of six credit hours may be applied toward the degree.

PHIL 8090 Seminar in Continental Philosophy

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 Philosophy of Science

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 Seminar in Philosophy and Cognitive Science

CREDIT HOURS 3.0

DESCRIPTION (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 Philosophy of Language

CREDIT HOURS 3.0

DESCRIPTION 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 in Philosophy of Religion

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 8720 Seminar in Neuroethics

CREDIT HOURS 3.0

DESCRIPTION In-depth seminar in neuroethics--the ethical issues raised by neuroscientific research and/or the potential of neuroscience to inform ethical theorizing.

PHIL 8740 Seminar in Biomedical Ethics

CREDIT HOURS 3.0

DESCRIPTION Examination of contemporary issues in bioethics. Topics may include: research ethics, for human and non-human subjects; end-of-life decision making; eugenics and The Human Genome Project; reproductive issues, such as cloning, freezing embryos, and artificial insemination; abortion, including maternal/fetal relations and embryonic stem cell research; and health care disparities by race, gender, or 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 HOURS 3.0

DESCRIPTION An in-depth examination of select topics in moral psychology, such as moral intuitions, moral disagreement, agency and responsibility, virtues, altruism, etc. May be repeated but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 8810 Seminar in Social and Political Philosophy

CREDIT HOURS 3.0

DESCRIPTION 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 Philosophy of Law

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 8860 Seminar in Feminist Philosophy

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0 - 6.0

PREREQUISITES approval of the departmental Graduate Committee

DESCRIPTION Work experience in which philosophical skills are utilized.

PHIL 8950 Directed Reading

CREDIT HOURS 1.0 - 3.0

DESCRIPTION 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 or Teaching Assistantship in Philosophy

CREDIT HOURS 3.0 - 12.0

DESCRIPTION Does not count toward degree requirements. Assisting of philosophy faculty members in their research or teaching classes of one's own under the supervision of a faculty member. Required of all graduate students receiving a stipend. May be repeated for credit.

PHIL 8970 Teaching Philosophy

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 Advanced Teaching Philosophy Practicum

CREDIT HOURS 3.0 - 12.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 1.0 - 6.0

DESCRIPTION

PHOT 6000 Introduction to Photography For Non-Major Grads

CREDIT HOURS 3.0

DESCRIPTION Introduction to photography for non-major graduates within a fine arts context for non-major graduates. Operation of the DSLR camera and lenses.

FEES $125.00

PHOT 6010 Film and Darkroom for Non-Major Grads

CREDIT HOURS 3.0

PREREQUISITES PHOT 6000 with grade of B or higher

DESCRIPTION Intermediate-level course emphasizing technical competency with 35mm and medium format cameras, black-and-white film exposure and development, silver-gelatin print processing, and archival presentation.

FEES $125.00

PHOT 6020 Digital Photography

CREDIT HOURS 3.0

PREREQUISITES consent of instructor

DESCRIPTION Introduction to computer-assisted imaging. Basic understanding of Macintosh computer operation is essential.

PHOT 6025 Photo 1 for Non-Photo Major Grads

CREDIT HOURS 3.0

DESCRIPTION Cross-listed with PHOT 3020 Essentials of DSLR camera in context of contemporary photographic practice. Target students are non-photo studio art major grads.

PHOT 6030 Digital Video for Artists

CREDIT HOURS 3.0

PREREQUISITES consent of instructor

DESCRIPTION Introduction to computer-assisted imaging. Basic understanding of Macintosh operation is essential.

PHOT 6050 Photography

CREDIT HOURS 3.0

DESCRIPTION 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.

FEES $125.00

PHOT 6910 Photo History Seminar

CREDIT HOURS 3.0

DESCRIPTION Seminar addressing critical issues and expressive approaches in photographic practice through the study of theory and history; technical and aesthetic development; influences the medium has had on art and culture.

PHOT 8000 Advanced Studio Problems

CREDIT HOURS 6.0

DESCRIPTION For the M.F.A. photography major. Technical and conceptual examination of individual projects.

PHOT 8400 Interdisciplinary Graduate Seminar

CREDIT HOURS 3.0 - 9.0

PREREQUISITES MFA status

DESCRIPTION For MFA students from all Art and Design majors. Readings, discussions, and engagement with advanced studio topics, led by studio faculty, to improve studio practice.

PHOT 8500 Studio Practice

CREDIT HOURS 3.0 - 9.0

PREREQUISITES PHOT 8000 with grade of C or higher

DESCRIPTION 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 HOURS 3.0

PREREQUISITES consent of instructor and School director

DESCRIPTION Independent Study. Contract outlining course content is required. May be repeated for a maximum of six credit hours.

PHOT 8999 Thesis Research

CREDIT HOURS 3.0 - 12.0

PREREQUISITES consent of thesis advisor

DESCRIPTION Preparation of thesis and graduate exhibition.

PT 5500 Human Gross Anatomy for Occupational Theapy

CREDIT HOURS 4.0

PREREQUISITES BIOL 2110K and BIOL 2120K or equivalent

DESCRIPTION This course of Human Gross Anatomy is designed to provide students a fundamental knowledge of human anatomy especially for occupational therapy. An emphasis will be placed on the musculo-skeletal, peripheral nervous systems, and cardiovascular systems to enhance the understanding of clinical conditions that will likely be encountered in the practice of occupational therapy.

PT 5501 Human Gross Anatomy for Occupational Therapy Laboratory

CREDIT HOURS 1.0

COREQUISITES OT 5500 Human Gross Anatomy for OT

DESCRIPTION This lab component of Human Gross Anatomy is designed to provide students with hands-on experience with cadaver dissection to gain in-depth knowledge of human anatomy. An emphasis will be placed on the musculo-skeletal, peripheral nervous systems, and cardiovascular systems to enhance the understanding of clinical conditions that will likely be encountered in the practice of occupational therapy.

PT 5600 Medical Conditions across the Lifespan

CREDIT HOURS 4.0

DESCRIPTION This course is a survey course to introduce the student to a variety of medical conditions that are frequently encountered in various settings in which occupational therapists may practice. The course will consist of lectures, discussions, and case work related to the etiology, pathology, symptomatology, and medical/surgical management of selected medical conditions which affects an individuals ability to participate in occupational endeavors.

PT 6600 Human Gross Anatomy I

CREDIT HOURS 2.0

PREREQUISITES Entry into Physical Therapy Program/PT 6610, or consent of instructor

DESCRIPTION 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 6605 Gross Anatomy I Lab

CREDIT HOURS 2.0

PREREQUISITES PT Program admittance

DESCRIPTION This is the laboratory component of Gross Anatomy I (PT 6600) 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 HOURS 4.0

PREREQUISITES Entry into the Physical Therapy Program, co requisite PT 6600

DESCRIPTION This course introduces the student to the theory and practical application of basic tests and measures related to the anatomical structures in the extremities. Examination procedures that will be taught include: palpation, muscle strength testing, ROM and flexibility testing, special testing and introduction to evaluation of the results from these tests and measurements. 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 HOURS 2.0

PREREQUISITES Entry into the PT program and successful completion of all prior DPT courses

DESCRIPTION This course is designed to prepare the student to use techniques associated with evidence based practice in physical therapy. Students will learn to develop clinical questions, develop search strategies to access best available evidence, begin to analyze selected literature, and utilize information to facilitate clinical decision making. Students will explore the impact of evidence based practice on physical therapy practice.

PT 6650 Clinical Internship I

CREDIT HOURS 2.0

PREREQUISITES Entry into the PT program and successful completion of all prior DPT courses

DESCRIPTION The student is assigned to a physical therapy clinic for approximately 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 Clinical Physiology and Pathophysiology I

CREDIT HOURS 3.0

PREREQUISITES Entry into the PT program and successful completion of all prior DPT courses

DESCRIPTION This course is an introduction to clinical applications of physiology and associated pathologies of the endocrine, reproductive, renal, hepatic/GI/biliary and musculoskeletal system with emphasis on musculoskeletal systems.

PT 6709 Professional Practice I: The Doctoring Professions

CREDIT HOURS 2.0

PREREQUISITES Entry into the PT program and successful completion of all prior DPT courses

DESCRIPTION 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, an introduction to documentation and an introduction to 3rd party payer systems practice will be included.

PT 6800 Human Gross Anatomy II

CREDIT HOURS 2.0

PREREQUISITES Entry into the PT program and successful completion of all prior DPT courses

DESCRIPTION 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 6805 Human Gross Anatomy II

CREDIT HOURS 1.0

PREREQUISITES Entry into the PT program and successful completion of all prior DPT courses

COREQUISITES PT 6810

DESCRIPTION This is the laboratory component of PT 6800 Human Gross Anatomy II. 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 HOURS 2.0

PREREQUISITES Entry into the PT program and successful completion of all prior DPT courses

DESCRIPTION This course introduces the student to the theory and practical application of basic tests and measures related to the anatomical structures in the spine. Examination procedures that will be taught include; palpation, muscle strength testing, ROM and flexibility testing, sensory testing, special tests and introduction to the evaluation of the results from these tests and measurements. This course is designed to apply content from Human Gross Anatomy II (PT 6800) to the functioning human being.

PT 6900 PT Management of Cardiopulmonary Disorders

CREDIT HOURS 4.0

PREREQUISITES Entry into the PT program and successful completion of all prior DPT courses

DESCRIPTION This course primarily addresses the scientific basis of cardiopulmonary dysfunction and therapeutic intervention which may be utilized by a healthcare professional team in rehabilitation of individuals with cardiopulmonary pathologies. Assessment and physical rehabilitation are emphasized. The spectrum of cardiopulmonary diseases from primary prevention to secondary prevention and long term rehabilitation will be presented.

PT 6910 Exercise Physiology

CREDIT HOURS 2.0

PREREQUISITES Entry into the PT program and successful completion of all prior DPT courses

DESCRIPTION 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 6950 Introduction to Radiology and Imaging in Physical Therapy

CREDIT HOURS 1.0

PREREQUISITES Entry into the PT program and successful completion of all prior DPT courses

DESCRIPTION This course is designed to present the basic concepts of diagnostic imaging as related to physical therapy practice. This course includes an overview of physical principles, diagnostic capabilities, and key points for patient education. Application to physical therapy and treatment strategies will be covered. Major diagnostic imaging procedures commonly experienced by patients with physical therapy-related diagnoses will be addressed; including radiographs, ultrasound, magnetic resonance imaging, computerized tomography, positron emission tomograghy, single photon emission computerized tomography, fluoroscopy, and myelogram.

PT 7025 PT Management: Acute Medical, Surgical Pathology

CREDIT HOURS 3.0

PREREQUISITES Entry into the PT Program and successful completion of all prior DPT courses

DESCRIPTION This course exposes the student to a variety of medical and surgical conditions commonly encountered by the physical therapist. 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. Specific medical and surgical conditions will be discussed, as well as related laboratory values, diagnostics and medical management will be discussed in the context of physical therapy management.

PT 7030 Physical Therapy Interventions I

CREDIT HOURS 3.0

PREREQUISITES Entry into the PT program and successful completion of all prior DPT courses

DESCRIPTION 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 Physical Therapy Interventions II

CREDIT HOURS 2.0

PREREQUISITES Entry into the PT program and successful completion of all prior DPT courses

DESCRIPTION This course will emphasize patient examination, evaluation, and intervention including: wound care (integumentary system) and hydrotherapy modalities. You will practice your clinical reasoning skills to select, perform and interpret tests and measures, and to design appropriate plans of care. You will begin the essentials of patient management: to assess, evaluate, diagnose, prognosticate and intervene for patients with a variety of conditions across a variety of settings.

PT 7130 Physical Therapy Interventions III

CREDIT HOURS 3.0

PREREQUISITES Successful completion of all prior physical therapy courswork and/or clinical internships

DESCRIPTION In this course, you will develop skills in the delivery of physical therapy patient management in accordance with the Guide to Physical Therapy Practice. This course will emphasize patient/client interventions and management techniques including: therapeutic exercises and patient education. You will utilize clinical reasoning skills to select interventions based on the evaluation of physical therapy examination results. These essentials of patient management will assist you in selecting appropriate interventions for patients with a variety of conditions across the life span.

PT 7135 PT Interventions III B Introduction to Modalities

CREDIT HOURS 1.0

PREREQUISITES Successful completion of all prior physical therapy course work and/or clinical internships

DESCRIPTION In this course, you will develop skills in the delivery of physical therapy modalities for patient management in accordance with the Guide to Physical Therapy Practice. This course will include the rationale for selecting a therapeutic modality based on known physiologic effects of the agent, the safety and use of the agent, therapeutic goals, documentation and evidence to support use of agents for neuromusculoskeletal conditions. Physical agents studied will include: ultrasound, electrotherapeutic modalities, physical agents, laser and traction. You will utilize clinical reasoning skills to select modalities based on the evaluation of physical therapy examination results for patients with a variety of conditions across the lifespan.

PT 7140 Tai Chi- Therapeutic Exercise

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 6.0

PREREQUISITES Entry into the PT program and successful completion of all prior DPT courses

DESCRIPTION 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 Methodology

CREDIT HOURS 3.0

PREREQUISITES Entry into the PT program and successful completion of all prior DPT courses

DESCRIPTION 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 Essentials of Medical Screening

CREDIT HOURS 2.0

PREREQUISITES Entry into the PT program and successful completion of all prior DPT courses

DESCRIPTION This course introduces the student to principles of medical screening with emphasis on the evaluation of examination data to determine if a patient is appropriate for physical therapy intervention. 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

CREDIT HOURS 3.0

PREREQUISITES Entry into the PT program and successful completion of all prior DPT courses

DESCRIPTION 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 HOURS 2.0

PREREQUISITES Entry into the PT program and successful completion of all prior DPT courses

DESCRIPTION Motor control insights, gleaned from Movement Sciences I and their expansion in Movement Sciences II, become the umbrella for understanding how normal and abnormal movements emerge and from which therapeutic intervention is constructed and motor patterns are evaluated. 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. The principles of motor learning are included for structuring and progressing treatment.

PT 7625 PT Management of Musculoskeletal Disorders I

CREDIT HOURS 3.0

PREREQUISITES Entry into the PT program and successful completion of all prior DPT courses

DESCRIPTION This lecture/laboratory course is the first in a series of five musculoskeletal courses designed to teach examination, evaluation, diagnosis, prognosis, management and determine outcomes in patients with musculoskeletal dysfunctions. This course will focus on musculoskeletal dysfunctions of the cervical and thoracic spine, craniomandibular joints, and rib cage. The disablement model and the International Classification of Function will be utilized as a basis for examination, evaluation, diagnosis, prognosis, management and outcome assessment. This course will further promote development of knowledge in differentiating musculoskeletal dysfunctions/disorders in the cervical and thoracic spine and upper extremities.

PT 7626 PT Management of Musculoskeletal Disorders II

CREDIT HOURS 3.0

PREREQUISITES Entry into the PT program and successful completion of all prior DPT courses

DESCRIPTION This lecture/laboratory course is the second in a series of five musculoskeletal courses designed to teach examination, evaluation, diagnosis, prognosis, management and determine outcomes in patients with musculoskeletal dysfunctions. This course will focus of musculoskeletal dysfunctions of the shoulder, elbow, forearm, wrist and hand. The disablement model and the International Classification of Function will be utilized as a basis for examination, evaluation, diagnosis, prognosis, management and outcome assessment. This course will further promote development of knowledge in differentiating musculoskeletal dysfunctions/disorders in the cervical and thoracic spine and upper extremities.

PT 7630 Life Span I

CREDIT HOURS 2.0

PREREQUISITES Entry into the PT program and successful completion of all prior DPT courses

DESCRIPTION This course will provide an overview of typical development from infancy to adolescence, in all developmental domains, with a focus on motor development as well as normal aging process. The course material is presented and discussed in the context of clinical cases. Emphasis is placed on the principles, processes, and phases of growth. Normal physiologic changes with aging will be presented for adults and the impact of these changes on physical therapy management of older adults will be emphasized.

PT 7660 Complementary and Alternative Therapies

CREDIT HOURS 3.0

DESCRIPTION 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

CREDIT HOURS 2.0

PREREQUISITES Entry into the PT program and successful completion of all prior DPT courses

DESCRIPTION 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 Professional Practice II: Psychosocial Aspects of Disability and Disease

CREDIT HOURS 2.0

PREREQUISITES Successful completion of all previous semesters' course work

DESCRIPTION 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 Neuroanatomy I

CREDIT HOURS 3.0

PREREQUISITES Entry into the PT program and successful completion of all prior DPT courses

DESCRIPTION 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 7715 PT Management Neuroanatomy I

CREDIT HOURS 1.0

PREREQUISITES Entry into the PT program and successful completion of all prior DPT courses

DESCRIPTION This is the laboratory component of PT Management Neuro I. 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 Management of Musculoskeletal Disorders III: Lumbar, Pelvis and Hip

CREDIT HOURS 3.0

PREREQUISITES Entry into the PT program and successful completion of all prior DPT courses

DESCRIPTION This lecture/laboratory course is the first in a series of five musculoskeletal courses designed to teach examination, evaluation, diagnosis, prognosis, management and determine outcomes in patients with musculoskeletal dysfunctions. This course will focus on musculoskeletal dysfunctions of the lumbar spine, pelvis, and hip. This course will further promote development of knowledge in differentiating musculoskeletal dysfunctions/disorders in the lumbopelvic region and lower extremities. Students will synthesize the concepts of clinical reasoning and clinical decision making with an emphasis on evidence based medicine.

PT 7726 Patient Management Musculoskeletal IV Knee, Foot and Ankle

CREDIT HOURS 2.0

PREREQUISITES Entry into the PT program and successful completion of all prior DPT courses

DESCRIPTION This lecture/laboratory course is the fourth in a series of five musculoskeletal courses designed to teach examination, evaluation, diagnosis, prognosis, management and determine outcomes in patients with musculoskeletal dysfunctions. This course will emphasize the knee, foot and ankle. This course will promote development of knowledge in differentiating musculoskeletal dysfunctions/disorders in the lower extremities and the concept of regional interdependence with the hip, pelvis and lumbar spine.

PT 7800 Evidence-based Practice II

CREDIT HOURS 1.0

PREREQUISITES Entry into the PT program and successful completion of all prior DPT courses

DESCRIPTION This course is a distance learning web-based course designed to facilitate application of evidence based practice in the clinical setting. The student will have the opportunity to use the techniques associated with evidence based practice in physical therapy to answer a clinical question prompted by a patient encounter. Students will disseminate their findings to classmates, and may present the EBP paper to the staff at the clinical internship site. This enhances the efficacy of patient/client interventions and outcomes and promotes best practice paradigms.

PT 7810 PT Management of Neuromuscular Disorders: Evaluation

CREDIT HOURS 3.0

PREREQUISITES Entry into Physical Therapy Program and successful completion of all prior DPT courses

DESCRIPTION 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. This course will lay the foundation for clinical decision making with the neurological patient population, including conducting an adult neurological examination, gathering an understanding of common diagnostic tools in this patient population and an introduction to a variety of interventions and approaches for individuals with disorders of the nervous system. The Neuromuscular Disorders series is designed to prepare the student to manage and treat a variety of progressive, non-progressive, catastrophic, non-catastrophic or acquired disorders of the central nervous system in adults.

PT 7820 PT Management of Neuromuscular Disorders: Application

CREDIT HOURS 2.0

PREREQUISITES Entry into the PT program and successful completion of all prior DPT courses

DESCRIPTION This course is designed to expose the student to rehabilitation approaches for treatment post Cerebrovascular Accident, Traumatic and Acquired Brain Injuries and Disorders, Multiple Sclerosis, Movement Disorders to include Parkinsons Disease and Huntingtons Disease and an introduction to basic post amputation physical therapy management. Pathophysiology, clinical manifestations, diagnostic procedures, evidence based practices and interdisciplinary management, along with prevention are included in discussion of the above pathologies commonly encountered in neurologic physical therapy practice. This is the third section of a five section series for management of the neurologically impaired patient/client.

PT 7825 Prosthetics and Orthotics

CREDIT HOURS 2.0

PREREQUISITES Entry into the PT program and successful completion of all prior DPT courses

DESCRIPTION This course is designed to prepare the student to: evaluate the need for lower limb orthoses and prostheses, prescribe appropriate orthoses and prostheses as a member of the prosthetic and orthotic team, evaluate fit and function of orthoses and prostheses, and implement a comprehensive plan of care for those patients utilizing orthoses and prostheses, including comprehensive gait analysis and gait training.

PT 7850 Clinical Internship III

CREDIT HOURS 6.0

PREREQUISITES Entry into the PT program and successful completion of all prior DPT courses

DESCRIPTION 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 HOURS 1.0 - 15.0

DESCRIPTION Directed research in collaboration with a faculty member. For graduate assistants. Does not count towards degree requirements.

PT 7981 Clinical Arts Laboratory

CREDIT HOURS 7.0

PREREQUISITES Admission into doctoral physical therapy program

DESCRIPTION

PT 8100 Introductory Clinical Research

CREDIT HOURS 3.0

PREREQUISITES acceptance in to the Physical Therapy program

DESCRIPTION Introductory Clinical Research is the first course in a series designed to assist the DPT students in developing and completing a research project related to the field of Physical Therapy. The main purpose of this introductory course is to help students implement evidence- based practice by providing the basic research knowledge and skills necessary to critically analyze and use scientific literature. Students will be introduced to principles of evidence-based practice, research design, hypothesis generation and testing, basic statistical analyses of data, data interpretation, and process of results dissemination.

PT 8140 Health Promotion

CREDIT HOURS 2.0

PREREQUISITES Entry into PT program and successful completion of all prior DPT courses

DESCRIPTION This course will emphasize the concepts of health promotion and wellness as you would apply it to clinical practice. You will utilize health and fitness screening to develop an appropriate fitness program. In addition, you will incorporate health promotion and prevention methods/ideas for selected patient populations. You will practice your clinical reasoning skills to select and to design appropriate plans of care given the needs of the patient/client across a variety of settings.

PT 8500 Systematic Review, Meta-Analysis

CREDIT HOURS 2.0

DESCRIPTION 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 HOURS 3.0

PREREQUISITES Entry into PT program and successful completion of all prior DPT courses

DESCRIPTION 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 Lifespan IV- Geriatrics and the Multisystem Patient

CREDIT HOURS 2.0

PREREQUISITES Successful completion of all prior DPT course work and/or clinical internships

DESCRIPTION This course is designed to prepare the student to provide physical therapy services for the older adult. The impact of normal aging changes, as well as age-related physical syndromes and diagnoses/disorders will be explored. The student will learn principles and procedures for interview, examination, evaluation PT diagnosis, prognosis and intervention related to management of the geriatric patient as part of a multi-disciplinary team. Pharmacological issues related to aging will be explored. Students will be exposed to a variety of assessment tools and outcome measures with specific application to the older adult. Psychosocial and ethical-legal issues will be integrated into the management approach.

PT 8700 Evidence-Based Practice III

CREDIT HOURS 1.0

PREREQUISITES Entry into the PT program and successful completion of all DPT courses

DESCRIPTION This course is a distance learning web-based course designed to facilitate application of evidence based practice in the clinical setting. The student will have the opportunity to use the techniques associated with evidence based practice in physical therapy to answer a clinical question prompted by a patient encounter. Students will disseminate their findings to classmates on the discussion board dedicated to this course.

PT 8709 Professional Practice III: Management

CREDIT HOURS 2.0

PREREQUISITES Entry into the PT program and successful completion of all DPT courses

DESCRIPTION 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 PT Management: Pediatric Physical Therapy

CREDIT HOURS 3.0

PREREQUISITES Entry into PT program and successful completion of all prior DPT courses

DESCRIPTION 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: Pediatric Physical Therapy Application

CREDIT HOURS 1.0

PREREQUISITES Entry into the PT program and successful completion of all prior DPT courses

DESCRIPTION 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 Management of Neuromuscular Disorders IV

CREDIT HOURS 3.0

PREREQUISITES Entry into PT program and successful completion of all prior DPT courses

DESCRIPTION This course is designed to prepare the student to manage a selection of progressive and non-progressive disorders of the central and peripheral nervous systems. Conditions discussed will include motor neuron disease with an emphasis on amyotrophic lateral sclerosis, acute and chronic peripheral neuropathy and comprehensive exploration of vestibular disorders. The student will learn principles and procedures for interview, examination, evaluation PT diagnosis, prognosis and intervention related to management of the individual as part of a multi-disciplinary team. Psychosocial issues will be integrated into the management approach. This is the fourth section of a five section series for management of the neurologically impaired patient/client.

PT 8730 PT Management of Neuromuscular Disorders V

CREDIT HOURS 2.0

PREREQUISITES Entry into PT program and successful completion of all prior DPT courses

DESCRIPTION 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. This is the fifth section of a five section series for management of the neurologically impaired patient/client.

PT 8800 Research IV: Dissemination

CREDIT HOURS 1.0

PREREQUISITES Entry into the PT program and successful completion of all prior DPT courses

DESCRIPTION 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 Management of Musculoskeletal Disorders V

CREDIT HOURS 3.0

PREREQUISITES Successful completion of all prior DPT course work and/or clinical internships

DESCRIPTION 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. This course will focus on the principles and techniques necessary to perform a competent physical therapy examination and intervention program for common musculoskeletal dysfunctions of the UE, LE, and spine including thrust and non-thrust techniques. Where little evidence exists, a pragmatic approach integrating basic and clinical sciences and clinical reasoning principles will be used in the clinical decision-making process.

PT 8840 PT Interventions

CREDIT HOURS 3.0

PREREQUISITES Entry into the PT program and successful completion of all prior DPT courses

DESCRIPTION In this course, you will develop skills in the delivery of physical therapy patient management in accordance with the "Guide to Physical Therapy Practice." This course will emphasize patient examination, evaluation, and intervention including EMG/NCV testing, hydrotherapy, womens health, industrial medicine (functional capacity examinations), compression, diathermy, frequency specific microcurrent, and introduction to dry needling. 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 Internship IV

CREDIT HOURS 7.0

PREREQUISITES Entry into the PT program and successful completion of all prior DPT courses

DESCRIPTION This is the fourth of five clinical internships. The student completes 10 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 Special Problems in Physical Therapy

CREDIT HOURS 3.0

DESCRIPTION Individual study of a selected problem of interest under the direction of a faculty member.

PT 8920 Special Topics in Physical Therapy

CREDIT HOURS 1.0 - 12.0

DESCRIPTION Individual study of a selected topic under the direction of a faculty member.

PT 8930 Special Topics in Physical Therapy: Musculoskeletal Elective

CREDIT HOURS 2.0

PREREQUISITES Successful completion of all prior courses

DESCRIPTION This elective lecture/laboratory course is designed to deepen the students knowledge and performance of examination, evaluation, diagnosis, prognosis and management of patients with musculoskeletal dysfunctions.

PT 8931 Special Topics II: Anatomy Elective

CREDIT HOURS 2.0

PREREQUISITES Entry into the PT Program and successful completion of all prior courses

DESCRIPTION An advanced laboratory course designed to challenge students with an in depth 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 a teaching module to be submitted to MedEd Portal or disseminated at eh GSU CEU conference.

PT 8932 Special Topics III: Complementary & Alternative Therapies

CREDIT HOURS 2.0

PREREQUISITES Entry into the PT Program and successful completion of all prior courses

DESCRIPTION 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 III: Advanced Practice in Pediatric Physical Therapy

CREDIT HOURS 2.0

PREREQUISITES Entry into the PT Program and successful completion of all prior courses

DESCRIPTION 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 8934 Special Topics: EKG

CREDIT HOURS 2.0

PREREQUISITES Completion of all second year PT courses

DESCRIPTION This course presents a study of basic electrocardiography (EKG). Cardiac anatomy and physiology, genesis of the 12-lead EKG, determination of heart rate from EKG and modulation of HR by autonomic nervous system, analysis of normal and aberrant rhythms and conduction patterns, electrical axis, cardiac hypertrophy, and ischemina/infarct patterns are included in the content. A programmed learning, method-based approach is used to give students stools necessary to interpret EKGs.

PT 8935 Special Topics: Vestibular/Womens Health/Wound Care/Canine Therapy

CREDIT HOURS 2.0

PREREQUISITES Completion of all second year PT courses

DESCRIPTION This course will expose students to several specialty areas of physical therapy, to include Pelvic health, Vestibular Rehab, Wound Care & Canine Therapy. Students will observe treatment in each of these practice areas and present a single case study from their observation experience as the only project for the course.

PT 8936 Special Topics: Advance Topics in Neuroscience: Education to Intervention

CREDIT HOURS 2.0

PREREQUISITES Entry into the PT program and successful completion of all prior DPT courses

DESCRIPTION Must have permission from the instructor. Students will apply neuroscience principles from the lab and classroom to research and clinical settings. Students will gain advanced teaching experience in the neuroanatomy lab as well as explore and analyze the latest tools in neuroscience technology to diagnose and treat various neurological conditions.

PT 8950 Clinical Internship V

CREDIT HOURS 7.0

PREREQUISITES Entry into the PT program and successful completion of all prior DPT courses

DESCRIPTION This is the last of five clinical internships. The student completes 10 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 (based on availability) that they want to experience prior to graduation.

PT 8999 Capstone Project in Physical Therapy

CREDIT HOURS 2.0

PREREQUISITES PT 7600 - Note: A minimum of six credit hours must be taken (maximum 2 hours per semester)

DESCRIPTION Directed research culminating in a written product related to the art or science of physical therapy.

PT 9000 Comprehensive Examination

CREDIT HOURS 2.0

PREREQUISITES Successful completion of all prior DPT courses

DESCRIPTION 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.

PT 9005 Service Learning

CREDIT HOURS 2.0

PREREQUISITES Successful completion of all prior physical therapy course work and/or clinical internships

DESCRIPTION The service learning component of the DPT curriculum is designed to complement the APTA Core Values (Appendix A; http://www.apta.org/) and CAPTEs Professional Practice Expectations and Patient/Client Management Expectations, as outlined in the Evaluative Criteria for PT Programs (http://www.capteonline.org/) of: accountability, altruism, professional duty, communication, cultural competence, social responsibility and advocacy, prevention, health promotion, fitness and wellness. Students will be participate in purposeful, community-based experiences related to health promotion, wellness, prevention and/or education. Projects/experiences must incorporate the promotion of the GSU Physical therapy program, the physical therapy profession and/or health and wellness or must serve a need identified within a community or population.

PHYS 6300 Teaching Physics

CREDIT HOURS 2.0

DESCRIPTION Course provides a theoretical and practical foundation for science teaching. Topics include univocal and dialogic discourse, questioning strategies, Blooms taxonomy, mental models, formative assessment and bridging, the resource framework, motivation and cooperative learning, argumentation, metacognition, nature of science, and qualities of effective teachers. Two lecture hours per week.

PHYS 6310 Teaching Physics Lab Practicum

CREDIT HOURS 1.0

DESCRIPTION Students will practice teaching physics lessons and apply science teaching theories and methods learned in PHYS 6300. One and one half hours per week.

PHYS 6340 Neurophysics

CREDIT HOURS 3.0

PREREQUISITES NEUR 3000 and PHYS 2212 with grades of B or higher, or equivalent, or consent of instructor

DESCRIPTION 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 6410 Introduction to Nuclear and Particle Physics

CREDIT HOURS 3.0

PREREQUISITES Introduction quantum mechanics at a level of PHYS 3402 or higher with a grade of C or higher

DESCRIPTION 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 6500 Advanced Topics in Physics

CREDIT HOURS 3.0

PREREQUISITES consent of instructor

DESCRIPTION This course presents advanced topics of special interest in physics as may fit the needs and interests of advanced undergraduate/graduate students and faculty. Topics may be in the fields of nuclear physics, nanophysics, solid state physics, optics and electronics, and neurophysics. May be repeated if topics are different.

PHYS 6510 Mathematics of Physics I

CREDIT HOURS 3.0

DESCRIPTION (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 HOURS 3.0

PREREQUISITES a course in ordinary differential equations

DESCRIPTION (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 HOURS 3.0

PREREQUISITES consent of instructor

DESCRIPTION (Same as NEUR 6330.) 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 6720 Introduction to Magnetism and Magnetic Materials

CREDIT HOURS 3.0

DESCRIPTION Fundamentals of magnetism in solids, nanostructures and ferrofluids. Wide range of topics overviewing basic physics phenomena observed in magnetic materials and nanostructures will be covered, including static and dynamic phenomena, nanostructures and their applications in electronics and spintronics, ferrofluids, and the experimental approaches used to study magnetic phenomena.

PHYS 6810 Introduction to Quantum Mechanics

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

PREREQUISITES PHYS 3401 and PHYS 3402 with grades of C or higher, or equivalent, or consent of instructor

DESCRIPTION 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 HOURS 2.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 Introduction to Physics for Teachers I

CREDIT HOURS 4.0

PREREQUISITES consent of instructor

DESCRIPTION Algebra at the level of MATH 1111 and trigonometry at the level of MATH 1113 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 Introductory Physics for Teachers II

CREDIT HOURS 4.0

PREREQUISITES Instructor consent

DESCRIPTION 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 HOURS 3.0

PREREQUISITES PHYS 7110 with grade of C or higher, or equivalent

DESCRIPTION Sound, light, atomic and nuclear physics, relativity and astrophysics, energy and the future, and advancing technology.

PHYS 7210 Physics Principles & Teaching Problems I

CREDIT HOURS 4.0

PREREQUISITES consent of instructor

DESCRIPTION Students should have completed one year of introductory undergraduate physics equivalent of PHYS 1111/1112 or PHYS 2211/2212 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 Physics Principles & Teaching Problems II

CREDIT HOURS 4.0

PREREQUISITES PHYS 7110 with a grade of B or higher or consent of instructor

DESCRIPTION Students should have completed one year of introductory undergraduate physics equivalent to PHYS 1111/1112 or PHYS 2211/2212 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 Physics for Secondary School Teachers

CREDIT HOURS 3.0

DESCRIPTION Three lecture hours a week. Designed both to refresh and enlarge the high school teacher's knowledge of general physics.

PHYS 7460 Modern Physics for Secondary Teachers I

CREDIT HOURS 4.0

PREREQUISITES PHYS 2211K-2212K with grade of C or higher, or equivalent

DESCRIPTION Three lecture hours a week. Physical and quantum optics, introduction to special relativity, quantum mechanics, and atomic structure.

PHYS 7470 Modern Physics for Secondary Teachers II

CREDIT HOURS 3.0

PREREQUISITES PHYS 7460 with grade of C or higher, or equivalent

DESCRIPTION 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 HOURS 4.0

DESCRIPTION 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 HOURS 4.0

PREREQUISITES PHYS 6510 with grade of C or higher, or equivalent

DESCRIPTION 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 HOURS 3.0

DESCRIPTION Three lecture hours a week. Fundamentals and applications of optics: diffraction, interference, lasers, fiber optics, and applications of optical instruments.

PHYS 7850 Statistical and Thermal Physics

CREDIT HOURS 3.0

PREREQUISITES PHYS 2212K and MATH 2215 with grades of C or higher

DESCRIPTION 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 HOURS 1.0 - 3.0

DESCRIPTION Areas of study and credit to be determined by the department.

PHYS 8010 Advanced Classical Mechanics

CREDIT HOURS 4.0

PREREQUISITES PHYS 4600 with grade of C or higher, or equivalent, or consent of instructor

DESCRIPTION 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 HOURS 3.0

PREREQUISITES PHYS 6520 with grade of C or higher, or equivalent

DESCRIPTION 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 HOURS 3.0

PREREQUISITES PHYS 8100 with grade of C or higher, or equivalent

DESCRIPTION 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 and Magnetohydrodynamics

CREDIT HOURS 3.0

PREREQUISITES PHYS 8100 and PHYS 8110 with grades of B- or higher

DESCRIPTION Three lecture hours a week. This course provides an introduction to the physics of plasmas, with an emphasis on developing a physical understanding of the non-intuitive nature of plasmas, and acquiring the basic techniques required for carrying out research in plasma physics. Crosslisted with ASTR 8120.

PHYS 8150 Computational Methods for Physics and Astronomy

CREDIT HOURS 3.0

DESCRIPTION Some prior programming experience is expected. Solving physics problems using modern numerical methods, with a practical hands-on approach to code-writing. A wide range of subjects will be covered including numerical analysis (integration, differentiation, differential equations), error analysis (error propagation, bootstrapping), modeling and fitting (maximum likelihood, maximum a posteriori), time series analysis (correlations, Fourier transforms, principal component decomposition, wavelets), optimization (root finding, minimization engines), image processing (filtering, registration and comparison, inverse methods) and parallel programming.

PHYS 8210 Quantum Mechanics I

CREDIT HOURS 3.0

PREREQUISITES PHYS 6810 with grade of C or higher, or consent of instructor

DESCRIPTION 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 HOURS 3.0

PREREQUISITES PHYS 8210 with grade of C or higher

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 8370 Advanced Neuroimaging

CREDIT HOURS 3.0

DESCRIPTION Advanced magnetic resonance (MR) imaging and spectroscopy principles and applications to neuroscience, including experimental design and data analysis and interpretation. Covers relaxation theory and measurement, anatomic imaging, diffusion imaging, perfusion and arterial spin labeling (ASL) imaging of blood flow, and 1H and multinuclear magnetic resonance spectroscopy (MRS). Three lecture hours a week.

PHYS 8380 Computational Neuroscience

CREDIT HOURS 3.0

PREREQUISITES NEUR 8010 with grade of B or higher, or equivalent, or consent of instructor

DESCRIPTION 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.

PHYS 8410 Atomic Physics

CREDIT HOURS 3.0

PREREQUISITES PHYS 6810 with grade of C or higher, or consent of instructor

DESCRIPTION Three lecture hours a week. Theory of atomic spectra; scattering theory.

PHYS 8420 Molecular Physics

CREDIT HOURS 3.0

PREREQUISITES PHYS 6810 with grade of C or higher

DESCRIPTION Three lecture hours a week. Molecular structure, molecular orbital theory, and molecular spectra.

PHYS 8500 Advanced Topics in Physics II

CREDIT HOURS 3.0

PREREQUISITES consent of instructor

DESCRIPTION Advanced topics of special and/or current interest in physics research as may fit the needs and interests of doctoral students and faculty. Topics may be in the fields of nuclear physics, nanophysics, solid state physics, optics and electronics, and neurophysics. May be repeated if topics are different.

PHYS 8510 Solid State Physics

CREDIT HOURS 3.0

PREREQUISITES PHYS 6910 with grade of C or higher, or consent of instructor

DESCRIPTION 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 Foundations of Neuroscience

CREDIT HOURS 3.0

PREREQUISITES MATH 4010/6010 or MATH 4275/6275 or PHYS 4180/6180 with grade C or higher

DESCRIPTION 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 8550 Physics of Thin Films

CREDIT HOURS 3.0

PREREQUISITES PHYS 6810 and PHYS 8110 with grades of C or higher, or consent of instructor

DESCRIPTION Three lecture hours a week. Thin film growth methods, optical, and electrical properties of films, characterization techniques.

PHYS 8560 Nanoplasmonics.

CREDIT HOURS 3.0

DESCRIPTION Study of the fundamental properties and applications of the surface plasmonics at the nanoscale. Includes coherent effects associated with phase memory of surface plasmons, control of nanooptical phenomena, nonlinear processes, ultrafast (femtosecond and attosecond) phenomena, and quantum quasiparticles. Applications of nanoplasmonics, including the detection of ultrasmall amounts of chemical and biological compounds, scanning near-field optical microscopes (NSOMs or SNOMs), and nanolithography. Three lecture hours a week..

PHYS 8580 Principles of Nanospectroscopy of Materials

CREDIT HOURS 3.0

PREREQUISITES PHYS 8110 with a grade of B or higher, or consent of instructor.

DESCRIPTION The following topics will be included in this course: 2D electron gas; optical properties of quantum wells; heterostructures; nanooptical microscopy techniques based on elastic and inelastic light scattering, including resonant Rayleigh scattering, interference techniques, resonant Raman scattering and photo luminescence); near-field optics; and selected topics from recent scientific literature. Three lecture hours a week.

PHYS 8610 Nuclear Physics

CREDIT HOURS 3.0

PREREQUISITES PHYS 6410 and PHYS 6810 with grades of C or higher, and consent of instructor

DESCRIPTION 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 Fundamentals of Particles and Interactions

CREDIT HOURS 3.0

PREREQUISITES PHYS 6410 and PHYS 6810 with grades of C or higher, or consent of instructor

DESCRIPTION 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 HOURS 1.0 - 15.0

DESCRIPTION Topics related to area of current research to be chosen by the instructor. May be repeated if topic varies.

PHYS 8800 Electronics

CREDIT HOURS 3.0

DESCRIPTION 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 8910 Directed Study in Physics

CREDIT HOURS 1.0 - 6.0

DESCRIPTION Areas of study and credit to be determined by the department.

PHYS 8999 Thesis Research

CREDIT HOURS 1.0 - 15.0

DESCRIPTION

PHYS 9999 Doctoral Dissertation Research

CREDIT HOURS 1.0 - 15.0

DESCRIPTION

POLS 6130 American Constitutional Law

CREDIT HOURS 3.0

DESCRIPTION Constitutional structure of the American political system.

POLS 6158 Campaigns and Elections

CREDIT HOURS 3.0

DESCRIPTION The goal of this course is to provide students with an overview of the critical normative and academic questions in political science regarding campaigns and elections in the U.S.

POLS 6162 Politics and Communication

CREDIT HOURS 3.0

DESCRIPTION An analysis of how political communications affect our relationships with political actors and processes.

POLS 6220 Comparative Legal Systems and Politics

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

PREREQUISITES POLS 8200 recommended

DESCRIPTION Analysis of origin, principles, enforcement, and adjudication of international law.

POLS 6425 Politics of International Criminal Justice

CREDIT HOURS 3.0

DESCRIPTION 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 6510 Feminist Political Theory

CREDIT HOURS 3.0

DESCRIPTION The treatment of women in Western political thought. Various strands of feminist thinking: liberal, Marxist, socialist, radical, and postmodern.

POLS 6800 Research Design

CREDIT HOURS 3.0

DESCRIPTION Provides students with an overview of the philosophy of science, the origins and development of political science as a discipline, the principals of high quality research design, and the basic tools of both qualitative and quantitative methods.

POLS 8100 Seminar in American Politics

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION Comparative treatment of institutions, authorities, processes, and policy making in the American states.

POLS 8139 Studies in Public Law

CREDIT HOURS 3.0

DESCRIPTION Special topics in public law. May be taken more than once for credit if topic varies.

POLS 8140 Judicial Process and Policy Making

CREDIT HOURS 3.0

DESCRIPTION Social and political context of judicial decisions with emphasis on Supreme Court decision making. Relation of law to public policy.

POLS 8145 Law, Courts & Policy

CREDIT HOURS 3.0

DESCRIPTION Will examine the role courts play in the creation, interpretation and implementation of public policy.

POLS 8155 Electoral Behavior

CREDIT HOURS 3.0

DESCRIPTION Major theories of voting and electoral behavior as they apply to a variety of political offices.

POLS 8158 Campaigns and Elections

CREDIT HOURS 3.0

DESCRIPTION The goal of this course is to provide students with an overview of the critical normative and academic questions in political science regarding campaigns and elections in the U.S.

POLS 8160 Public Opinion and Attitudes

CREDIT HOURS 3.0

DESCRIPTION Analysis of contemporary political attitudes and public opinion.

POLS 8170 American Legislative Process

CREDIT HOURS 3.0

DESCRIPTION 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-American Political Participation

CREDIT HOURS 3.0

DESCRIPTION (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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION May be taken more than once for credit if topic varies.

POLS 8200 Comparative Politics Analysis

CREDIT HOURS 3.0

DESCRIPTION Concepts, theories, and methods in the study of comparative politics.

POLS 8205 Comparative Democratization

CREDIT HOURS 3.0

PREREQUISITES POLS 8200 recommended

DESCRIPTION Theories and problems of emerging and transitional democracies around the world.

POLS 8215 Politics of Peace

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION Examines different election systems used in various democracies. Advantages and disadvantages of particular election systems.

POLS 8225 Comparative Political Behavior

CREDIT HOURS 3.0

DESCRIPTION Analysis of classic and cutting-edge theories of political behavior from American Politics and Comparative Politics.

POLS 8228 Comparative Party System Development

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION (Same as AAS 6055.) Comparative theoretical analysis of the politics of Sub-Saharan African countries.

POLS 8240 European Politics

CREDIT HOURS 3.0

PREREQUISITES POLS 8200 recommended

DESCRIPTION Comparative theoretical analysis of the politics of European countries.

POLS 8245 The Politics of Russia and Eastern Europe

CREDIT HOURS 3.0

DESCRIPTION Political, economic, and social variables explaining change and the current political and economic structures in the region.

POLS 8250 Latin American Politics

CREDIT HOURS 3.0

PREREQUISITES POLS 8200 recommended

DESCRIPTION Comparative theoretical analysis of the politics of Latin American countries.

POLS 8260 Politics of the Middle East and North Africa

CREDIT HOURS 3.0

PREREQUISITES POLS 8200 recommended

DESCRIPTION Comparative theoretical analysis of the politics of the Middle East and North African countries.

POLS 8270 Comparative Political Economy

CREDIT HOURS 3.0

DESCRIPTION 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 Political Economy of Development

CREDIT HOURS 3.0

PREREQUISITES POLS 8200 or consent of the instructor

DESCRIPTION Comparative analysis of theoretical and historical perspectives on the politics of economic growth and development in the developing world.

POLS 8290 Studies in Comparative Politics

CREDIT HOURS 3.0

PREREQUISITES POLS 8200

DESCRIPTION Topics may include area studies, comparative governmental systems, state building, comparative legal development, and regime change. May be taken more than once for credit if topic varies.

POLS 8299 New Books in Comparative Politics

CREDIT HOURS 3.0

PREREQUISITES POLS 8200

DESCRIPTION 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 HOURS 3.0

DESCRIPTION Concepts and theories in international politics.

POLS 8421 International Organizations and Institutions

CREDIT HOURS 3.0

PREREQUISITES POLS 8400 recommended

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 8427 Politics of Human Rights

CREDIT HOURS 3.0

PREREQUISITES none

DESCRIPTION Survey of the literature on the theory and politics of human rights. Explores the causes of extreme violence and human rights abuses, including state terror, sexual violence, and genocide and examines existing international tools to prevent and address human rights abuses.

POLS 8430 International Political Economy

CREDIT HOURS 3.0

PREREQUISITES POLS 8400 recommended

DESCRIPTION Analysis of contending theoretical approaches in explaining the politics of the international political economy.

POLS 8435 Studies in International Political Economy

CREDIT HOURS 3.0

PREREQUISITES POLS 8400 recommended

DESCRIPTION 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 United States Foreign Policy

CREDIT HOURS 3.0

DESCRIPTION Substance and process of U.S. foreign policy.

POLS 8459 Studies in Foreign Policy

CREDIT HOURS 3.0

DESCRIPTION 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 International Relations of East Asia

CREDIT HOURS 3.0

DESCRIPTION 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 and International Security

CREDIT HOURS 3.0

PREREQUISITES POLS 8400 recommended

DESCRIPTION Examination of the nature, causes, and international responses to the problem of military conflict, both between and within nation-states.

POLS 8480 Transitional Justice and the Politics of Memory

CREDIT HOURS 3.0

DESCRIPTION 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 International Relations

CREDIT HOURS 3.0

DESCRIPTION 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 International Relations

CREDIT HOURS 3.0

PREREQUISITES POLS 8400

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 Political Theory of Economic Justice

CREDIT HOURS 3.0

DESCRIPTION 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 Contemporary Political Philosophy

CREDIT HOURS 3.0

DESCRIPTION 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 Classical & Early Modern Political Thought

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 Political Theory

CREDIT HOURS 3.0

DESCRIPTION Analysis of a particular concept or period in political theory. May be taken more than once for credit if topic varies.

POLS 8800 Elements of Research Design

CREDIT HOURS 3.0

DESCRIPTION Introduction to major research methodologies. Course will examine components of research design as well as how to collect and analyze data.

POLS 8805 Introduction to Quantitative Analysis

CREDIT HOURS 3.0

DESCRIPTION Introduction to fundamental quantitative analysis. Lays the groundwork for advanced coursework in quantitative analysis and social and political science research. To that end, students will learn about sampling, distributions, hypothesis testing, confidence intervals and a variety of other topics. Targets graduate students.

POLS 8810 Uses of Intermediate Statistical Methods in Political Science Research

CREDIT HOURS 3.0

DESCRIPTION Intensive examination of quantitative statistics, ranging from classical regression to maximum likelihood models.

POLS 8820 Studies in Research Methodology

CREDIT HOURS 3.0

DESCRIPTION Intensive examination of a particular methodological skill or skills. May be taken more than once for credit if topic varies.

POLS 8830 Advanced Quantitative Methods

CREDIT HOURS 3.0

PREREQUISITES POLS 8810 with at least a B-

DESCRIPTION This course covers a variety of topics in advanced quantitative methods with primary focus on Maximum Likelihood Estimation. The topics will be covered at both a theoretical and applied level to provide students a conceptual understanding of the techniques as well as to implement them in applied research.

POLS 8840 Qualitative Research Methods

CREDIT HOURS 3.0

DESCRIPTION Advanced course on qualitative methods and research design in political science. Topics include concept formation and case selection; process-tracing and within-case analysis; simple set-theory and logic for cross-unit analysis; and coverage of field methods such as subject interviewing, archival research, and field experiments. Interpretive methods are also featured.

POLS 8860 Dissertation/Thesis Research Seminar

CREDIT HOURS 1.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION For students preparing for master's or doctoral examinations. To be taken in the term in which the examinations are taken.

POLS 8980 Directed Reading in a Special Area

CREDIT HOURS 3.0

PREREQUISITES consent of instructor

DESCRIPTION May be taken more than once for credit if topic varies.

POLS 8990 Directed Research in Political Science

CREDIT HOURS 3.0

DESCRIPTION

POLS 8995 Administrative/Policy Internship

CREDIT HOURS 3.0 - 6.0

DESCRIPTION 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 HOURS 1.0 - 15.0

PREREQUISITES consent of graduate director

DESCRIPTION Assignment to a research project under direction of a faculty member. May be taken more than once for credit if topic varies.

POLS 8997 Seminar in Effective Teaching – Post Secondary

CREDIT HOURS 3.0

DESCRIPTION (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 HOURS 1.0 - 15.0

PREREQUISITES consent of graduate director

DESCRIPTION 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 HOURS 1.0 - 15.0

DESCRIPTION May be repeated for credit.

PRT PRINTMAKING

PRT 6050 Printmaking

CREDIT HOURS 3.0

PREREQUISITES consent of instructor

DESCRIPTION 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.

FEES $20.00

PRT 6980 Directed Study

CREDIT HOURS 3.0 - 6.0

PREREQUISITES consent of instructor

DESCRIPTION For students not majoring in Printmaking. Individual research. May be repeated for a maximum of twelve hours.

PRT 8400 Interdisciplinary Graduate Seminar

CREDIT HOURS 3.0 - 9.0

PREREQUISITES MFA status

DESCRIPTION For MFA students from all Art and Design majors. Readings, discussions, and engagement with advanced studio topics, led by studio faculty, to improve studio practice.

PRT 8500 Studio Practice

CREDIT HOURS 3.0 - 9.0

PREREQUISITES consent of instructor

DESCRIPTION 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 HOURS 3.0

PREREQUISITES consent of instructor or School director

DESCRIPTION Independent study. Contract outlining course content is required. May be repeated for a maximum of six credit hours.

PRT 8999 Thesis Research

CREDIT HOURS 3.0 - 12.0

PREREQUISITES consent of thesis advisor

DESCRIPTION Preparation of thesis and graduate exhibition.

PMBA 8000 Managing in the Global Economy

CREDIT HOURS 3.0

REQUIREMENTS CSP: 1, 2, 3, 6, 7 and 8

DESCRIPTION Managing in the Global Economy provides students with an integrated managerial framework based on economic principles to facilitate effective decision making across and within functional areas, across and within global borders, and across and within organizational boundaries. Students will learn to formulate strategic decisions to face complex challenges through lecture, case study, discussion and exercises that emphasize critical thinking within an economic paradigm. Key concepts include the power of markets, the influence of technology on markets and organizations, the impact of incentives on actions, and how information influences decisions and actions.

PMBA 8015 Leading Through Strategic Communication

CREDIT HOURS 3.0

PREREQUISITES Consent of director of PMBA program

REQUIREMENTS CSP: None

DESCRIPTION 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 Analysis

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1, 2 ,4, 6, 7

DESCRIPTION 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 Law Environment: Ethics and Corporate Governance

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: None

DESCRIPTION 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 masters 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 Data Driven Decision Making

CREDIT HOURS 3.0

REQUIREMENTS CSP 1, 2, 3, 4, 5, 6,7, 8

DESCRIPTION Equivalents: FI 8090. Evidence based decision making is critical to an organizations ability to compete in the global economy. This course explores the role of data in driving decisions made by managers across and within functional boundaries. Specifically, students learn to understand, visualize and present data that supports organizational decision making processes. They also learn how to create data driven models such as regression and decision trees to make decisions to address critical challenges faced by organizations and society. The course features hands-on exercises with appropriate software. Students may not take both PMBA 8040 and FI 8090 for credit.

PMBA 8045 Analytics Experience

CREDIT HOURS 1.5

PREREQUISITES PMBA 8000 and PMBA 8025

COREQUISITES PMBA 8040

DESCRIPTION The course is housed in the Insight Lab, the big-data analytics facility where analytics students and faculty conduct research and work with companies on obtaining analytical insights from data. It also teaches students to find solutions to big data challenges facing real companies and organizations. The specific problems that students will address depend on what research projects and company projects are ongoing at the time of the course. Student teams will compete to produce and communicate the best solution.

PMBA 8050 Entrepreneur & Enterprise

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1, 2, 6, and 7

DESCRIPTION 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 Managerial Accounting and Control Systems

CREDIT HOURS 1.5

PREREQUISITES PMBA 8000 and PMBA 8025

COREQUISITES PMBA 8015 and PMBA 8030 and PMBA 8040 and PMBA 8045

DESCRIPTION This course demonstrates how managerial accounting and control systems can help managers make affective operating and strategic decisions within the firm. In particular, this course uses cases and other materials to demonstrate how cost, planning, and performance measurement systems can help managers increase the effectiveness of small and large firms within their current and future operating environment. To help students develop the analytical skills necessary for evaluating alternative designs of control systems, this course also introduces economic and behavioral theories of managerial control.

PMBA 8125 Digital Innovation

CREDIT HOURS 3.0

PREREQUISITES PMBA 8000 and PMBA 8025 and PMBA 8040

COREQUISITES PMBA 8015 and PMBA 8030 and PMBA 8040 and PMBA 8045

REQUIREMENTS CSP: 1, 6

DESCRIPTION This course develops competencies necessary for professionals to harness the power of digital innovation in business and society. Students will learn how established and entrepreneurial firms can leverage digital innovation to transact with markets, to source goods/services, to develop real-time context-aware processes, and to attract equity. Topics include how to leverage information technology (IT) to innovate business models, how to digitize products and servcies, how to apply business analytics to derive insights from structured and unstructured data, and how to leverage the power of Big Data for digital innovation. Students will also learn how to keep pace with IT developments that generate new capabilities, disrupt existing business models, and give rise to new business models.

PMBA 8135 Corporate Finance

CREDIT HOURS 3.0

PREREQUISITES PMBA 8000, and PMBA 8025

COREQUISITES PMBA 8015 and PMBA 8030

REQUIREMENTS CSP: 1,2,3,6,7, 8

DESCRIPTION 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 HOURS 3.0

PREREQUISITES PMBA 8000 and PMBA 8025

COREQUISITES PMBA 8015 and PMBA 8030

REQUIREMENTS CSP: 1,2,3,4,7

DESCRIPTION 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 HOURS 3.0

PREREQUISITES PMBA 8000 and PMBA 8025

COREQUISITES PMBA 8015 and PMBA 8030

REQUIREMENTS CSP: 1,2,6, 7

DESCRIPTION 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 Organizations and People

CREDIT HOURS 3.0

PREREQUISITES PMBA 8000 and PMBA 8025

COREQUISITES PMBA 8015

REQUIREMENTS CSP: 1,6, 7

DESCRIPTION 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 Strategy

CREDIT HOURS 3.0

PREREQUISITES Consent of director of PMBA program

REQUIREMENTS CSP: None

DESCRIPTION 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 8850 Applied Leadership

CREDIT HOURS 3.0

PREREQUISITES PMBA 8000

COREQUISITES PMBA 8820

REQUIREMENTS CSP: 1, 6, 7

DESCRIPTION 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.

PSYC 6030 Cross-Cultural Psychology

CREDIT HOURS 3.0

PREREQUISITES PSYC 1101

DESCRIPTION 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: Field and Laboratory

CREDIT HOURS 3.0

PREREQUISITES BIOL 3840 or PSYC 4110 or consent of the instructor

DESCRIPTION (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 HOURS 3.0

DESCRIPTION (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 6650 Psychology: Special Topics

CREDIT HOURS 1.0 - 6.0

PREREQUISITES permission of the instructor

DESCRIPTION Special Topics in Psychology.

PSYC 6801 Survival Skills in Academia

CREDIT HOURS 3.0

DESCRIPTION (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 7955 Introduction to the Center for Behavioral Neuroscience

CREDIT HOURS 1.0

PREREQUISITES consent of instructor

DESCRIPTION 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 HOURS 3.0

DESCRIPTION (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 HOURS 3.0

PREREQUISITES PSYC 8410 or PSYC 8420, or consent of instructor

DESCRIPTION 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 Research Methods in Community and Applied Social Psychology

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION Seminal theories of child development and empirical research derived from those theories will be considered.

PSYC 8020 Assessment I

CREDIT HOURS 4.0

DESCRIPTION Clinical interviewing, intellectual assessment, report writing, psychometric theory, and ethical and diversity issues relevant to assessment.

PSYC 8025 Foundations of Clinical Psychology: Science and Practice

CREDIT HOURS 4.0

DESCRIPTION This course will lay the foundation for later learning of assessment and therapy techniques and skills. Course content will include psychometrics relevant to assessment, intervention, and research settings as well as basics of clinical interviewing and non-specific skills (e.g., empathy, reflective listening). These skills and theory will be taught such that they cut across assessment, intervention, and research settings.

PSYC 8030 Assessment II

CREDIT HOURS 4.0

PREREQUISITES PSYC 8020

DESCRIPTION Personality assessment; evaluation of children's academic, intellectual, and behavioral functioning; and ethical and diversity issues relevant to assessment.

PSYC 8035 Foundations of Clinical Psychology: Assessment

CREDIT HOURS 4.0

DESCRIPTION This course will provide the foundation skills necessary for conducting standardized assessments. Administration, scoring, and interpretation of intellectual, achievement, and personality tests will be the primary foci of the course.

PSYC 8045 Foundations of Clinical Psychology: Therapy

CREDIT HOURS 4.0

DESCRIPTION This course will survey a number of theoretical orientations and highlight applied aspects of therapy. The course will also integrate classroom learning and experiential aspects of therapy.

PSYC 8050 Diversity Issues in Clinical Practice and Psychological Research

CREDIT HOURS 3.0

DESCRIPTION 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 Issues of Human Diversity in Psychology

CREDIT HOURS 3.0

DESCRIPTION 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 Introduction to Community Psychology

CREDIT HOURS 3.0

DESCRIPTION Principles and theory of community psychology with emphasis on design, operation, and evaluation of community programs.

PSYC 8210 Global Issues in Social Psychology

CREDIT HOURS 3.0

DESCRIPTION Seminar covering topics in social psychology from an interdisciplinary perspective, integrating theories and literature from sociology, psychology and the political sciences. Topics include cultural values, methodological equivalences, inter-cultural group conflict, self and identity, aggression and violence, attitudes about immigration and refugees, and altruism.

PSYC 8220 Community Interventions, Social Change, and Prevention

CREDIT HOURS 3.0

PREREQUISITES PSYC 8200, or consent of the instructor

DESCRIPTION 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 Assessment, Consultation, and Evaluation in Community Psychology I (ACE I)

CREDIT HOURS 3.0

DESCRIPTION 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 Assessment, Consultation, and Evaluation in Community Psychology II (ACE II)

CREDIT HOURS 3.0

PREREQUISITES PSYC 8230 with a grade of B- or higher

DESCRIPTION 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, and Organizing

CREDIT HOURS 3.0

DESCRIPTION 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 Psychological Research Statistics I

CREDIT HOURS 3.0

PREREQUISITES PSYC 3010, or equivalent

DESCRIPTION (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 Psychological Research Statistics II

CREDIT HOURS 3.0

PREREQUISITES PSYC 8410

DESCRIPTION (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 Psychological Research Statistics III

CREDIT HOURS 3.0

PREREQUISITES PSYC 8420

DESCRIPTION (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 and Professional Ethics in Psychology

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION (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 Social Psychology

CREDIT HOURS 3.0

DESCRIPTION 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 Psychology

CREDIT HOURS 1.0 - 3.0

DESCRIPTION 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 8520 Cognitive, Affective, and Social Aspects of Behavior

CREDIT HOURS 3.0

DESCRIPTION Overview of theory and research related cognitive, affective, and social aspects of behavior.

PSYC 8531 Special Topics in Evolution

CREDIT HOURS 1.0 - 3.0

DESCRIPTION Focused and systematic examination of theoretical and empirical issues associated with particular topics from the evolution of behavior, sociality, and cognition. These include topics such as the evolution of cooperation, conflict, social justice, interpersonal relationships, mating systems and sexual relationships, brain and cognition, communication, language and culture.

PSYC 8540 Advanced Cognitive Psychology

CREDIT HOURS 3.0

DESCRIPTION (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 in Cognitive Psychology

CREDIT HOURS 1.0 - 3.0

DESCRIPTION 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 8542 Special Topics in Developmental Psychology

CREDIT HOURS 1.0 - 3.0

PREREQUISITES Consent of the instructor

DESCRIPTION Focused and systematic examination of theoretical and empirical issues associated with a particular topic from developmental psychology.

PSYC 8551 Cognitive and Linguistic Development

CREDIT HOURS 3.0

DESCRIPTION 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 and Emotional Development

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION In-depth examination of contemporary topics and issues in developmental psychology from infancy through adolescence. May be repeated if topic varies.

PSYC 8600 Principles of Cognitive Neuroscience

CREDIT HOURS 3.0

DESCRIPTION The integrated study of cognitive sciences and neurosciences (i.e. the neural systems underlying cognitive processes). The topics covered include basic neuroanatomy and physiology, neuroimaging methods, and the study of various mental processes linked to brain structure and function in normal human populations, with discussion of the potential relationships between neural circuitry and the formation of internal experience through the integration of sensation, perception, prediction, action, and evaluation.

PSYC 8610 Functional Human Neuroanatomy and Behavioral Neuroscience

CREDIT HOURS 3.0

DESCRIPTION Neuroanatomy and neurophysiology topics, including functional neural systems including sensory and motor systems, cortical and autonomic nervous systems. Normal function will contrasted with clinical cases and pathologies.

PSYC 8615 Functional Human Neuroanatomy

CREDIT HOURS 3.0

PREREQUISITES BIOL 3840 or PSYC 8610, or consent of the instructor

DESCRIPTION (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 Neurobiology

CREDIT HOURS 4.0

PREREQUISITES BIOL 4102 or BIOL 6102 with grade of B or higher, or equivalent, or consent of instructor

DESCRIPTION (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 Neurobiology

CREDIT HOURS 4.0

PREREQUISITES PSYC 8616 or BIOL 8010 with grade of B or higher, or consent of instructor

DESCRIPTION (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 Advanced Behavioral Neuroscience

CREDIT HOURS 3.0

PREREQUISITES PSYC 8616 and PSYC 8617, or BIOL 8010 and BIOL 8020, or consent of instructor

DESCRIPTION (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 Introduction to Clinical Neuropsychology

CREDIT HOURS 3.0

PREREQUISITES PSYC 8610 or PSYC 8618, or consent of instructor

DESCRIPTION (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 HOURS 4.0

PREREQUISITES NEUR 6010 or BIOL 6102 with grade of C or higher, or equivalent

DESCRIPTION (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 HOURS 3.0

PREREQUISITES PSYC 8620, or consent of instructor

DESCRIPTION (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 HOURS 3.0

PREREQUISITES PSYC 8610, or consent of the instructor

DESCRIPTION (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 HOURS 3.0

DESCRIPTION Critical review of the classic and contemporary empirical and theoretical literature concerning psychopathology in adults and children.

PSYC 8662 Adolescent Development

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 4.0

DESCRIPTION Theory, research, and application of psychodynamic and basic cognitive-behavioral approaches to clinical intervention; ethical and diversity issues in treatment.

PSYC 8910 Topics in Neuropsychology: Theories, Methods, and Interventions

CREDIT HOURS 3.0

PREREQUISITES PSYC 8620 with grade of B or higher

DESCRIPTION (Same as NEUR 8705.) 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 in Behavioral Neuroscience

CREDIT HOURS 1.0

PREREQUISITES consent of instructor

DESCRIPTION (Same as NEUR 8740.) May be repeated if topics vary.

PSYC 8999 Master's Thesis Research

CREDIT HOURS 1.0 - 9.0

DESCRIPTION

PSYC 9130 Seminars in Advanced Approaches to Assessment

CREDIT HOURS 3.0

PREREQUISITES PSYC 8030 and PSYC 9950C

DESCRIPTION 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 HOURS 3.0

PREREQUISITES PSYC 8620, or consent of instructor

DESCRIPTION (Same as NEUR 9300.) Standardized batteries and additional neuropsychological tests for both standard and bedside testing. Actual test administration included.

PSYC 9230 Seminars in Advanced Approaches to Therapy

CREDIT HOURS 3.0

PREREQUISITES consent of the instructor

DESCRIPTION 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, Consultation and Evaluation

CREDIT HOURS 1.0 - 3.0

DESCRIPTION Overview of theory and research related supervision, consultation, and evaluation and the role of psychologists in these areas.

PSYC 9310 Reading Development, Disorders, and Intervention Research

CREDIT HOURS 3.0

DESCRIPTION The purpose of this seminar is to provide students with current knowledge about the science of reading including its relationship to oral language. The focus will be on typical acquisition and disorders. Interventions designed to ameliorate reading disabilities will be highlighted. (Same as EPY 9310).

PSYC 9320 Language Development, Disorders and Intervention Research

CREDIT HOURS 3.0

DESCRIPTION The purpose of this seminar is to provide students with current knowledge about theories and empirical literature on language development and disorders. Interventions designed to ameliorate language impairments will be highlighted. This course is cross-listed with EPY 9320.

PSYC 9330 Measurement and Assessment in Advanced Language and Literacy Science

CREDIT HOURS 3.0

DESCRIPTION The purpose of this seminar is to provide students with current knowledge about the science of assessment and measurement of language and literacy skills including the range of tests available and measures of intervention outcomes. Information about test adaptations and variables that affect performance across a range of populations are addressed. This course is cross-listed with EPY 9330.

PSYC 9900 Seminar in Psychology

CREDIT HOURS 1.0 - 3.0

DESCRIPTION (Same as NEUR 8700.) Topics presented by special request.

PSYC 9900L Special Topics: Research in Challenges of Acquiring Language and Literacy

CREDIT HOURS 1.0 - 3.0

DESCRIPTION (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 9900T Teaching Seminar

CREDIT HOURS 3.0

DESCRIPTION This course is required of all psychology graduate students who want to teach undergraduate courses in the Department of Psychology as a Graduate Teaching Assistant. Before teaching, you must also have successfully defended your masters thesis. This is a seminar course during which we will discuss practical matters of teaching, with the goal of preparing students for their first teaching experience. Graduate standing required.

PSYC 9910 Advanced Directed Readings

CREDIT HOURS 1.0 - 9.0

DESCRIPTION Directed readings in special areas.

PSYC 9920 Advanced Research in Psychology

CREDIT HOURS 1.0 - 9.0

DESCRIPTION Directed research studies.

PSYC 9940A Specialized Seminar in Psychology: Developmental

CREDIT HOURS 1.0

PREREQUISITES consent of instructor

DESCRIPTION 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 Sciences

CREDIT HOURS 1.0 - 3.0

PREREQUISITES consent of instructor

DESCRIPTION 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 Professional Development Seminar in Clinical Psychology

CREDIT HOURS 1.0

PREREQUISITES consent of instructor

DESCRIPTION Seminar for graduate students in clinical psychology on contemporary clinical research, ethical, and professional issues.

PSYC 9950A Clinical Psychology Practicum: Apprenticeship

CREDIT HOURS 1.0 OR 2.0

PREREQUISITES consent of instructor

DESCRIPTION Initial supervised clinical practicum for graduate students in clinical psychology.

PSYC 9950B Clinical Psychology Practicum in Beginning Assessment

CREDIT HOURS 1.0 - 6.0

PREREQUISITES consent of instructor

DESCRIPTION Supervised clinical experience in psychological assessment, including test administration, interpretation, interviewing, report writing, and feedback.

PSYC 9950C Advanced Assessment and Supervision

CREDIT HOURS 1.0 - 6.0

PREREQUISITES consent of instructor

DESCRIPTION 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 HOURS 1.0 - 6.0

PREREQUISITES consent of instructor

DESCRIPTION Supervised clinical work in psychological assessment and/or therapy at a facility in the community.

PSYC 9950E Clinical Psychology Practicum in Psychotherapy

CREDIT HOURS 1.0 - 6.0

PREREQUISITES consent of instructor

DESCRIPTION Clinical experience under supervision in the application of psychological interventions.

PSYC 9950M Clinical Psychology Practicum: Specialized Skills

CREDIT HOURS 1.0 - 6.0

PREREQUISITES consent of instructor

DESCRIPTION Focused clinical experience under supervision with a specific population, approach, psychological method, or unique setting.

PSYC 9960A Teaching supervision

CREDIT HOURS 3.0

DESCRIPTION This course provides supervision and teaching development and support for graduate students who are serving as Graduate Teaching Assistants and instructors of record for their own course. Sign up for 3 credits of 9960A if you are teaching a course for the first time, no matter how many times you have taught other courses. Sign up for 1 credit of 9960B if you are teaching the same course you have taught before.

PSYC 9960B Advanced Teaching Supervision

CREDIT HOURS 1.0 - 3.0

DESCRIPTION Provides supervision and teaching development for graduate students serving as Graduate Teaching Assistants and instructors of record for courses in psychology. Sign up for one credit of 9960B if you are teaching a course you have taught before. Sign up for three credits of 9960A if you have never taught the course before, no matter how many times you have taught another course.

PSYC 9960C Practicum in Psychology: Community

CREDIT HOURS 1.0 - 3.0

DESCRIPTION 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 in Clinical-Community Psychology

CREDIT HOURS 1.0 - 6.0

DESCRIPTION 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 Examination

CREDIT HOURS 1.0 - 9.0

DESCRIPTION Intensive reading on a highly specific topic in preparation for the general examination.

PSYC 9999 Doctoral Dissertation Research

CREDIT HOURS 1.0 - 10.0

DESCRIPTION

PH 7011 Introduction to Epidemiology

CREDIT HOURS 3.0

DESCRIPTION This course will cover basic principles of epidemiology, including outbreak investigation, disease control, and analysis of risk factors. Topics will include the history of epidemiology, overview of interdisciplinary collaborations, and examples of the use of epidemiology in developing and evaluating public health interventions. Class exercises will include developing case investigation forms, investigation of food borne disease, and establishing the cause of illness outbreaks.

PH 7012 Health Program Planning Implementation and Evaluation

CREDIT HOURS 3.0

PREREQUISITES PH 7160 or instructor approval

DESCRIPTION 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 7014 Epidemiology of STDS and HIV

CREDIT HOURS 3.0

DESCRIPTION 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 7016 Introduction to Health Promotion

CREDIT HOURS 3.0

DESCRIPTION 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 Fundamentals of Biostatistics I

CREDIT HOURS 4.0

PREREQUISITES College algebra

DESCRIPTION This course provides an introduction to biostatistics with a focus on applications to public health research and practice. Emphasis is placed on interpretation and conceptual understanding. Topics include descriptive statistics, classical statistical inference, and an introduction to statistical modeling with linear regression. Fundamentals of data analysis are introduced with the use of statistical software.

PH 7019 Public Health Research Methods

CREDIT HOURS 3.0

PREREQUISITES PH 7011 or PH7021 or PH7711; and PH7017 or equivalent

DESCRIPTION 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 Principles of Tobacco Control

CREDIT HOURS 3.0

DESCRIPTION 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 7022 Health Behavior Theory for Public Health Research

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 Fundamentals of Biostatistics II

CREDIT HOURS 3.0

PREREQUISITES PH7017 or instructor approval

DESCRIPTION This course focuses on the analysis of continuous outcome data from public health research and practice, building on the methods learned in PH7017: Fundamentals of Biostatistics I. Multiple linear regression is covered, including model specification, assumptions, estimation, diagnostics, selection, inference, and interpretation. Analysis of variance and covariance (ANOVA/ANCOVA) are included as special cases of the general linear model. Emphasis is placed on the application of these techniques to real data examples using appropriate statistical software.

PH 7028 Introduction to Probability Theory and Statistical Inference

CREDIT HOURS 3.0

PREREQUISITES PH 7017 or equivalent; knowledge of calculus

DESCRIPTION This course provides an introduction to the fundamental knowledge of derivatives and integrals found in statistical inference. The course introduces the theory of probability, special discrete and continuous distributions, expectations and variance, joint and conditional distributions, maximum likelihood estimation, and bias. Emphasis is placed on the development of critical thinking skills and how concepts in this course are used in public health and biomedical studies.

PH 7130 Leadership and Public Health

CREDIT HOURS 3.0

DESCRIPTION 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. The goal of the course is to prepare students to achieve success in public health and other organizations.

PH 7140 Social and Behavioral Aspects of Public Health

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION This introductory course will provide a basic multidisciplinary understanding of the science (biology/toxicology, chemistry, and engineering), practice, and selected laws and policy of environmental health sciences (EH sciences). Topics include: types and sources of environmental contaminants; exposure assessment, including media and pathways; the role of human behavior and time-location-activity patterns; toxicology and the risk assessment paradigm; basics of environmental and occupational epidemiology; and, communicating to the public about technical aspects (science, potential risks) of EH sciences.

PH 7155 Air Quality and the Environment

CREDIT HOURS 3.0

PREREQUISITES PH 7150

DESCRIPTION Air quality is a significant public health concern that affects millions of people across the globe. The quality of air that we breathe, especially in urban environments, is an important determinant of our health. This course examines the nature of air pollution, how it is characterized and the health impacts of exposure. The class will review relevant epidemiological, toxicological and clinical research; conduct hands-on fieldwork; and study current events.

PH 7160 Introduction to the Health Care System

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION This course examines the relationship between research and policymaking. Complex health policy problems facing federal, state, and local policymakers today will be discussed.

PH 7265 Epidemiology and the Prevention of Violence

CREDIT HOURS 3.0

DESCRIPTION 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 7275 Chronic Disease Epidemiology

CREDIT HOURS 3.0

PREREQUISITES PH 7011

DESCRIPTION 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 Epidemiology

CREDIT HOURS 3.0

PREREQUISITES PH 7011

DESCRIPTION Infectious Disease Epidemiology is an in depth 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 lectures, case studies and through development of data analysis skills from selected data sets.

PH 7290 Case Studies in Epidemiology

CREDIT HOURS 3.0

PREREQUISITES PH 7011

DESCRIPTION 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 7293 Environmental Health Toxicology

CREDIT HOURS 3.0

DESCRIPTION This course surveys the fundamentals of toxicology as applied to environmental health settings. The human health consequences of exposure to toxicants in the environment, including natural, occupational, and built environments will be the overarching focus of the class. Students will learn the basics of toxicological study design and the application of these studies to environmental health policy and practice. Topics include distribution, absorption, metabolic conversion, and elimination of toxicants in the human body, as well as mechanisms of injury at the the systemic, organ, and cellular level. Detection methods for contaminants in the environment and methods of risk-based decision making in regulatory public health contexts will also be covered.

PH 7294 Exposure Assessment

CREDIT HOURS 3.0

PREREQUISITES PH 7150 or permission of instructor

DESCRIPTION This course focuses on theoretical and practical aspects of assessment of human exposure to chemicals and other environmental contaminants. Students will gain an understanding of human exposure modes, including inhalation, skin absorption and ingestion for toxic and carcinogenic substances. Theoretical and practical aspects of measurement and monitoring for exposure characterization in all environmental media will be covered in depth, including sampling of air, water, food, and soil, and the use of human and ecological biomonitoring and biomarkers. Methodologies used to estimate exposure from those monitoring methods will be explored.

PH 7297 Global Water, Sanitation and Hygiene

CREDIT HOURS 3.0

DESCRIPTION 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 examine the risk-based framework to assess 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 7299 Sampling of the Environment

CREDIT HOURS 3.0

DESCRIPTION This introductory course will provide a basic understanding of how environmental media such as food, water, soil, and air are sampled and tested for contaminants of public health concern. The course will cover both chemical and microbiological contaminants.

PH 7300 Urban Health

CREDIT HOURS 3.0

DESCRIPTION Urban health explores the relationship between the urban setting and the health of people living, working, and playing in cities. It develops an understanding of many features of cities, both individually and collectively, and how they influence peoples health. It compares and analyzes various aspects of place, people, and systems associated with cities. The course is presented as an interdisciplinary exploration in which many disciplines contribute and work collectively to understanding and improving public health. The course challenges students with real-life aspects of the city to learn firsthand about various factors that influence health and to provide real-life investigation of theory.

PH 7325 Urban Health Seminar

CREDIT HOURS 1.0

DESCRIPTION The Urban Health Seminar features presentations of research topics currently being pursued by the faculty of the Georgia State University Partnership for Urban Health Research. Research topics, methods, strengths, limitations, findings, and implications will be presented and discussed with learners. The sum of the seminar presentations will illustrate the interdisciplinary nature of the field of urban health.

PH 7340 Built Environment and Health

CREDIT HOURS 3.0

DESCRIPTION This is a course about understanding the built environment and its influence on human health, and how to affect improvement in the built environment to improve health status. The course will emphasize contemporary problems of U.S. cities. Group and off-campus activities are among the required elements of the course.

PH 7345 Introduction to Risk Assessment

CREDIT HOURS 3.0

DESCRIPTION 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 7355 Prevention Methods

CREDIT HOURS 3.0

PREREQUISITES PH 7011

DESCRIPTION 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 7365 Epidemiology of Adolescent and Young Adult Health Risk Behaviors

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 Statistical Computing

CREDIT HOURS 3.0

PREREQUISITES PH7017 or equivalent

DESCRIPTION This course is an in-depth introduction to one or more statistical software programs widely used in public health. Topics covered in this course include application of basic informatics techniques, including the storage, access, management, organization, visualization, and evaluation of public health data. Focus is on the development of skills for writing, debugging, and documenting software syntax files and program scripts.

PH 7535 Dissemination and Implementation Science

CREDIT HOURS 3.0

DESCRIPTION This course will cover dissemination and implementation science as it relates to implementing public health programs and policies. It will review implementation frameworks and research design strategies for evaluating implementation 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, model fidelity, community and cultural considerations, and other challenges.

PH 7540 Introduction to Public Health Laboratories

CREDIT HOURS 3.0

DESCRIPTION This is an in-depth course on the role of laboratory analysis in public health. It will focus on development of an understanding of the way laboratory data are collected and integrated into the public health system. The role of state and federal laboratories will be examined as will various laboratory methods in a laboratory setting. We will also examine the current challenges and possibilities for enhancing the role of public health laboratories and how knowledge about this area can enhance the integration into the field of public health. The course will be approximately half lecture and half laboratory experiments. Students will gain experience in performing basic laboratory analysis in both clinical and environmental fields.

PH 7555 Disability and Public Health

CREDIT HOURS 3.0

DESCRIPTION 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 7565 Disability Policy

CREDIT HOURS 3.0

DESCRIPTION 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 7570 Childhood Obesity Prevention

CREDIT HOURS 3.0

DESCRIPTION Obesity is one of the biggest public health challenges in the 21st century. Devising effective policy and practice to combat childhood obesity is a high priority for government officials and many other professionals across numerous sectors. This course reviews the latest evidence-based research on community and policy interventions to prevent unhealthy weight gain and improve the health and well-being of children. The course will examine evidence available on what is and what is not effective and provide guidance on how to implement and evaluate promising interventions for obesity prevention.

PH 7600 Global Health

CREDIT HOURS 3.0

DESCRIPTION This course combines classroom and interactive instruction to introduce core topics and pertinent issues in global health with a focus on developed and developing countries. It introduces key global health concepts and underscores the critical links between health, disease, and socioeconomic development. Utilizing a multidisiplinary approach, the course addresses a variety of contemporary global health topics including: essentials of global health; globalization and health; global burden of disease, measurement and trends; culture, behavior and global health; water, sanitation and global health; health and human rights; global health partnerships, and the millennium development goals. The course also examines challenges associated with global health issues and the global efforts and strategies underway to prevent and control them.

PH 7711 Epidemiologic Methods I

CREDIT HOURS 3.0

DESCRIPTION Prerequisite or corequisite PH 7017 or equivalent. 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 7900 Contemporary Issues in Public Health

CREDIT HOURS 1.0 - 6.0

PREREQUISITES Consent of the instructor

DESCRIPTION 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 HOURS 3.0 - 6.0

PREREQUISITES Consent of the Instructor

DESCRIPTION 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 HOURS 2.0 - 6.0

PREREQUISITES PH7011 or PH7711, PH7017, PH7140, PH7150, and PH7160; plus two prescribed concentration courses

DESCRIPTION The practicum is a planned, supervised and evaluated practice experience where graduate professional public health degree students develop skills in basic public health concepts and demonstrate the application of these concepts through a practice experience that is relevant to students' areas of specialization, concentration and/or division. These opportunities can take place in a variety of governmental or non-governmental agencies and organizations and include local, state, national and international public health agencies to the extent possible and appropriate.

PH 7980 Research Practicum

CREDIT HOURS 1.0 - 15.0

DESCRIPTION Directed research in collaboration with a faculty member. For graduate assistants. Does not count towards degree requirements.

PH 7990 Thesis

CREDIT HOURS 3.0 - 6.0

PREREQUISITES Consent of instructor

DESCRIPTION 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 7991 Capstone

CREDIT HOURS 3.0 - 6.0

PREREQUISITES Consent of Instructor

DESCRIPTION An applied practice project requiring the integration of knowledge and skills acquired through academic coursework and research.

PH 7992 Integrative Learning Experience

CREDIT HOURS 3.0

PREREQUISITES Instructor Approval

DESCRIPTION The main purpose of this Public Health Integrative Learning Experience (ILE) course is to provide a culminating, integrative learning experience for Master of Public Health program students during their final semester(s) prior to graduation. As such, the course draws on students' prior training in the MPH Foundational Public Health Knowledge and Foundational Competencies from the MPH core coursework, the Concentration Competencies from the additional required concentration course work in one of the MPH concentrations at GSU; and public health practice experience gained in the field through the practicum and other field-based coursework. The ILE is designed to challenge students to reflect and integrate their training and experience with the goal of demonstrating synthesis of foundation and concentration public health competencies as they prepare to enter the public health workforce. The ILE results in a high-quality written product which is ideally developed and delivered in a manner that is useful to external stakeholders, such as non-profit or governmental organizations. At least one faculty member reviews and assess each student's performance in the ILE and ensures that the experience addresses the foundational and concentration-specific competencies. Faculty assessment may be supplemented with assessments from other qualified individuals (eg. preceptors).

PH 8100 Special Topics

CREDIT HOURS 1.0 - 6.0

DESCRIPTION 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 8190 Presenting and Critiquing Research

CREDIT HOURS 1.0

DESCRIPTION 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 HOURS 1.0

DESCRIPTION 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 HOURS 1.0

DESCRIPTION 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 8230 Professional Development Seminar

CREDIT HOURS 1.0

DESCRIPTION The purpose of this seminar is to provide mentoring that will enhance student preparation for professional interactions in the public health field. The seminar will offer an ongoing venue for the discussion of issues related to professional development. The course will include guest lectures related to Ph.D. level careers in public health in government, academia, and research. Other topics that will be covered in the course include: vita development, statement of purpose, interviewing skills, teaching, and professional conduct in networking. The ultimate outcome of the seminar will be for the student to effectively present a line of research and be prepared for the public health job market. This seminar will be graded Satisfactory or Unsatisfactory (S/U).

PH 8250 Health Economics and Policy

CREDIT HOURS 3.0

PREREQUISITES PH7160

DESCRIPTION The course will provide an introduction to health care finance with a particular emphasis on the various meanings of 'cost' and 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 8260 Spatial Population Health I

CREDIT HOURS 3.0

PREREQUISITES Statistics and Multivariate Regression Analysis or instructor approval

DESCRIPTION This course will prepare students to master the development and exploration of spatial data for use in population health research. The course will cover finding and obtaining data, geocoding and crosswalking data, developming metadata, and other aspects of data development that are unique to spatial data. The course will also cover descriptive and exploratory analyses of the data as means of checking the quality and reliability of the data. The course will equip students with methodological tools for conducting descriptive statistical analysis, exploratory spatial analysis, and the basic principles of mapping and smoothing data to enhance translation of spatial data properties.

PH 8261 Spatial Population Health II

CREDIT HOURS 3.0

PREREQUISITES PH 8260; and PH 8721 or PH 8820 or PH 9820 or instructor approval (generally given to those with competence in statistics and multivariate regression analysis)

DESCRIPTION This course will prepare students to conduct advanced univariate exploratory spatial analysis, and advanced multivariate, confirmatory analyses using spatial data. Several geospatial analytic methodologies will be explored, each suited to a particular type of data or set of research questions. The course will include principles for design of socio-ecological conceptual models, with a review of many models in use today in health services research. A major focus of the course will be using visualization techniques to effectively translate research findings from complex multivariate models to lay audiences and policy makers.

PH 8275 Health Literacy

CREDIT HOURS 3.0

DESCRIPTION This course is designed to give students a systematic understanding of how health literacy impacts health outcomes. Students will learn health literacy from an ecological perspective, and evaluate the impact of influencers including education, economics, culture, communication and public policy. The course will help develop and expand knowledge and understanding of health outcomes and health literacy, demands of health systems and culture, and the relationship of health literacy to individual topics of interest.

PH 8285 Social Determinants of Health

CREDIT HOURS 3.0

DESCRIPTION This course will provide an overview of the concepts and methods for research into how social factors over a person's life course determine health attitudes and behaviors, disease incidence and prevalence, and health status of populations. A study of social determinants of health includes traditional approaches of social epidemiology and includes factors that affect health care coverage, access, and efficiency of care delivery. The course consists of instructor lectures and student participation using a seminar format.

PH 8290 Population Health Informatics

CREDIT HOURS 3.0

DESCRIPTION This course will introduce concepts, methods, and issues related to the application of health information for surveillance and management of population health. The concept of public health informatics differs from other areas of health informatics because it is focused on the application of existing data for promotion of health and disease prevention in populations and communities. The course consists of instructor lectures and student participation using a seminar format.

PH 8310 Environmental and Occupational Epidemiology

CREDIT HOURS 3.0

PREREQUISITES PH 7011 or PH 7711; PH 7017, or be officially enrolled as a Doctoral-level Public Health major

DESCRIPTION This course is intended for students pursuing advanced studies both in epidemiology and environmental health. Students will become familiar with the history and use of epidemiology in the determination of health hazards both in the workplace and in the broader environment. Additionally, they will examine the design and analytic strategies necessary for the conduct of both occupational and environmental epidemiologic studies. Finally, students will be introduced to the concept of Bayesian Inference in the interpretation of the published literature.

PH 8320 Human Health and Global Environmental Change

CREDIT HOURS 3.0

PREREQUISITES PH 7011 or PH 7711; PH 7017, or be officially enrolled as a Doctoral-level Public Health major

DESCRIPTION This course is intended for students pursuing advanced studies across all disciplines of public health. Students will become familiar with background studies relating to both natural and man-made climate change. The focus of the course will be on how these changes in the past and in the future may impact human health and how human activity may influence future climate change. Finally, students will consider how regulation and policy may affect these factors.

PH 8330 Environmental Factors in Maternal and Child Health

CREDIT HOURS 3.0

PREREQUISITES PH 7011 or PH 7711; PH 7017, or be officially enrolled as a Doctoral-level Public Health major

DESCRIPTION This course is intended for students pursuing advanced studies both in epidemiology and environmental health. Students will study the broad aspects of the environment, including nutrition, pollution and lifestyle, and their effects on maternal, prenatal and child health. The course will examine major factors relating to a broad range of adverse pregnancy outcomes including congenital malformations and early childhood cancers. The course will be Letter Graded.

PH 8340 Genetic Susceptibilities and Environmental Health

CREDIT HOURS 3.0

PREREQUISITES PH 7011 or PH 7711; PH 7017, or be officially enrolled as a Doctoral-level Public Health major

DESCRIPTION This course is intended for students pursuing advanced studies both in epidemiology and environmental health. Students will examine the history of the literature that examines factors relating to surrogates for genetic susceptibility, including but not limited to race, ethnicity and twin studies. The course, however, will focus on the latest approaches to understand the role of genetic contributions to individual susceptibility to environmental toxins including the role of single nucleotide polymorphisms, gene expression studies and epigenetics. The course will be Letter Graded.

PH 8350 Biological Basis for Disease

CREDIT HOURS 3.0

DESCRIPTION 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 8690 Special Topics in Environmental Health

CREDIT HOURS 3.0

PREREQUISITES Be officially enrolled as a Doctoral-level Public Health major

DESCRIPTION This course is intended for students pursuing doctoral level research. Students will be expected to work with a member of the Environmental Health faculty on a research project. This course will be graded Satisfactory/Unsatisfactory.

PH 8721 Epidemiologic Methods II

CREDIT HOURS 3.0

PREREQUISITES PH 7021 or PH 7711; Prerequisite or corequisite: PH 7027 or PH 8027 or PH 9810

DESCRIPTION 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.

PH 8790 Special Topics in Epidemiology

CREDIT HOURS 1.0 - 6.0

PREREQUISITES PH8721 and PH8820 or instructor approval

DESCRIPTION An in-depth exploration of specific epidemiologic issues and research. Course may be taken again for additional credit if topic varies.

PH 8820 Categorical Data and Generalized Linear Models

CREDIT HOURS 3.0

PREREQUISITES PH 7027 or PH 8027 or instructor approval

DESCRIPTION This course focuses on the analysis of non-continuous (e.g., categorical and count) outcome data from public health research and practice. An overview of the generalized linear model will be provided. Topics include binary/multinomial/ordinal logistic and Poisson regression. Emphasis is placed on the application and interpretation of these techniques in real data settings using appropriate statistical software.

PH 8830 Advanced Statistical Topics

CREDIT HOURS 3.0

PREREQUISITES PH7027 or PH8027 or PH9820 or instructor approval

DESCRIPTION This is a survey course of advanced statistical topics in public health research and practice, including the analysis of study data with longitudinal, hierarchical, or multilevel structures. Using an applied and practical approach to each statistical technique, focus is on model specification, estimation, selection, inference, and interpretation. Understanding is emphasized with applications using statistical software and examples drawn from the current public health literature.

PH 8840 Statistical Modeling with Latent Variables I: Structural Equation Modeling

CREDIT HOURS 3.0

DESCRIPTION This course introduces statistical modeling with continuous latent variables. Specific topics covered include path analysis, factor analysis, and structural equation modeling. Student will gain knowledge in model formulation, testing, evaluation, and interpretation with emphasis on real data applications in the health and behavioral sciences.

PH 8850 Statistical Modeling with Latent Variables II: Finite Mixture Modeling

CREDIT HOURS 3.0

PREREQUISITES PH 8840 or Instructor Approval

DESCRIPTION This course introduces statistical modeling with categorical latent variables. Specific topics covered include latent class analysis, latent profile analysis, latent class regression, and structural equation mixture modeling. Students will gain knowledge in model formulation, testing, evaluation, and interpretation with emphasis on reall data applications in the health and behavioral sciences.

PH 8880 Public Health Study Abroad

CREDIT HOURS 1.0 - 12.0

PREREQUISITES Instructor Approval

DESCRIPTION Through international travel, this course will provide an educational and cultural opportunity for students interested in global public health research and public health practice as conducted in other areas of the world. Students may study a variety of public health issues, engage in community-based research, and/or provide support to public health organizations in their host city and country. This course number serves as a generic number for study abroad programs sponsored by or done in partnership with the School of Public Health. An in-country experience is a required segment of the course. Specific region and/or discipline focus may vary by offering. Most public health study abroad opportunities are applicable to all graduate degree and certificate concentrations. If an opportunity is only applicable to a certain degree level and/or concentration, the corresponding degree level or concentration restriction will appear on that specific study abroad course offering and in its course listing comments area. Also, this course is variable creditthe instructor will inform students on the appropriate amount of credit hours students should register for given their planned course workload. Students must adjust their own variable credits prior to the end of registration (ht tp://registrar.gsu.edu/registration/registr ation-guide/how-to-change-credit-hours-for-variable-hours-courses/). Contact the School of Public Health for the current list of study abroad options (http://public health.gsu.edu/academic/study-abroad/).

PH 8885 Fundamentals of Clinical Trials

CREDIT HOURS 3.0

PREREQUISITES (PH7027 or PH8027 or PH9820) and PH8721 or instructor approval

DESCRIPTION This course covers the design, conduct, analysis, interpretation, and reporting of clinical trials. A particular focus is on statistical considerations in trial planning, implementation, and analysis. Topics covered include protocol development, defining the research question, study design, sample size determination, randomization, blinding, data analysis and interpretation. Design and analytic strategies are addressed, including types of trials, intent to treat, per protocol, interim monitoring and analysis, reporting, and ethical issues.

PH 8890 Special Topics in Biostatistics

CREDIT HOURS 1.0 - 6.0

DESCRIPTION An in-depth exploration of specific biostatistical issues and techniques. Course may be taken again for additional credit if topic varies (may be repeated).

PH 8910 Directed Reading Directed readings in special Areas

CREDIT HOURS 1.0 - 3.0

DESCRIPTION

PH 9095 Measurement and Outcomes in Social and Behavioral Health

CREDIT HOURS 3.0

PREREQUISITES Enrolled in a doctoral-level program of study

DESCRIPTION This course introduces key theoretical frameworks to measurement such as classical test theory and item response theory. Addresses key concepts in the development and utilization of measures for social/behavioral health, including issues in data collection, reliability, validity, and the design and analysis of measurement instruments. The course will review current measurement tools used and relevant datasets needed to understand and describe health status, risk and protective factors and disparities at the individual and population/community level.

PH 9120 Theory and Practice in Health and Prevention Instruction

CREDIT HOURS 3.0

PREREQUISITES Enrolled in a doctoral-level program of study

DESCRIPTION Course 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 9130 Intervention and Evaluation of Health Promotion and Disease Prevention

CREDIT HOURS 3.0

PREREQUISITES Enrolled in a doctoral-level program of study

DESCRIPTION This course provides students with intervention and evaluation strategies in health promotion and disease prevention at the individual, group, and community levels.

PH 9140 Advanced Research Methods

CREDIT HOURS 3.0

PREREQUISITES Enrolled in a doctoral-level program of study

DESCRIPTION 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 9150 Public Health Ethics

CREDIT HOURS 3.0

PREREQUISITES Enrolled in a doctoral-level program of study

DESCRIPTION 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 9180 Doctoral Professional and Research Seminar I

CREDIT HOURS 3.0

DESCRIPTION The intent of this seminar series is to provide students with opportunities for scientific and professional growth in the field of public health. Part 1 of the seminar series will focus on developing a public health research trajectory. Topics of focus will include developing research ideas, funding opportunities for student research, how to submit research ideas to regional and national conferences, and preparing and reviewing peer review manuscripts. Students will be encouraged to use this seminar as a time for scientific thinking, academic discussion and debate, and as an ongoing venue for discussion of research ideas, presentation of interim results, and discussion of findings.

PH 9181 Doctoral Professional and Research Seminar II

CREDIT HOURS 2.0

DESCRIPTION The intent of this seminar series is to provide students with opportunities for scientific and professional growth in the field of public health. Part 2 of the seminar series will focus on student professional development and will include guest lecturers related to Ph.D. public health careers in government, academia, and research. Professional development topics will be covered including: vita development, interviewing skills, approaches to teaching, professional conduct at conferences, networking, career development, and how to be successful in the academic job market. This seminar will be graded Satisfactory or Unsatisfactory (S/U).

PH 9220 Principles of Health Services Research I: Themes

CREDIT HOURS 3.0

DESCRIPTION The objective of this course is to provide advanced public health graduate students with a sufficient background to be conversant in the history and current debate on key themes in contemporary health services research. Completion of the course will provide sufficient background for specialized advanced study in each of the topics covered. The course will primarily consist of lectures followed by critical discussion on selected readings. Topics will include, but not be limited to: healthcare organization and financing, workforce development, population health informatics, access to care, patient safety and quality of care, chronic care management, provider performance management, comparative effectiveness, and health services research management. Readings and class discussions will primarily be organized around theme-related reports from the Institute of Medicine.

PH 9240 Principles of Health Services Research II: Methods

CREDIT HOURS 3.0

DESCRIPTION The objective of this course is to provide advanced public health graduate students with an introduction to theory, methods, and application of statistical and experimental design methods being used in contemporary health services research. Completion of the course will provide sufficient background for use of the methods in study design and analysis of health services research studies as subsequent specialized coursework in each of the topics covered. The course will primarily consist of a lecture covering on topic combined with a computer lab. Topics will include, but not be limited to: quasi-experimental design and propensity score models, hierarchical models, segmented (interrupted) time series models, mediation and moderation models, Markov and semi-Markov models, competing risk models, multi-part regression models, imputation methods, and cluster randomized trials.

PH 9731 Epidemiologic Methods III

CREDIT HOURS 3.0

PREREQUISITES PH8721 or PH7031 and PH9810 or instructor approval

DESCRIPTION This is the third course in the epidemiologic sequence and will cover newer techniques and issues in epidemiology, such as generalized linear models, hierarchical linear models, causal evaluation of observational studies, basic Bayesian approaches and an introduction to structural equation modeling. The course will use a mixed format of seminar, lecture, and student presentation. The instruction will focus on problems taken from the literature and on analytic approaches in SAS and other languages.

PH 9741 Advanced Topics in Epidemiologic Methods

CREDIT HOURS 3.0

PREREQUISITES PH 9731 and PH 9820 or instructor approval

DESCRIPTION Introduces advanced topics in epidemiologic methods, including causal modeling, inverse probability weighting, propensity scores, sensitivity analysis, imputation for missing data, approaches to multiple comparisons, Bayesian adjustment of risk estimates, recursive portioning, and modeling for prediction.

PH 9810 Biostatistical Methods I

CREDIT HOURS 3.0

PREREQUISITES graduate level introductory statistics

DESCRIPTION This course covers the foundations of statistical inference (e.g., population parameter, estimate, and sampling distribution) as well as schemas of statistical inference (e.g., hypothesis testing, confidence intervals, and statistical power). Common public health measures and tests of bivariate and multivariate associations are introduced within the general linear model framework, which incorporates a number of different statistical models including multiple linear regression and ANOVA. Equal emphasis is placed on conceptual understanding as well as practical application and interpretation in real data settings.

PH 9820 Biostatistical Methods II

CREDIT HOURS 3.0

DESCRIPTION Prerequistite: PH9810 or instructor approval. This course focuses on regression models for continuous and discrete data, building on the methods learned in PH9810: Biostatistical Methods I. The generalized linear model framework is introduced, which incorporates a number of different statistical models including linear, logistic, and Poisson regressions. Attention is paid to model estimation, statistical inference for regression coefficients and predictive values, regression diagnostics, variable selection, and assessment of model fit. Equal emphasis is placed on conceptual understanding as well as practical application and interpretation in real data settings.

PH 9890 Doctoral Seminar in Advanced Statistical Modeling

CREDIT HOURS 3.0

PREREQUISITES Instructor approval

DESCRIPTION This is a project-based seminar course in the application of advanced statistical modeling techniques. Course is graded S/U and may be taken more than once for credit for different projects and/or statistical topics.

PH 9960 Public Health Doctoral Practicum

CREDIT HOURS 3.0

PREREQUISITES Consent of instructor

DESCRIPTION The practicum should reflect the students interest and professional goals. The practicum is supervised application of skills, concepts and theories in an approved research or practice-based public health setting. A member of the faculty maintains close supervision. Practicum may extend beyond one term for a maximum of two terms. Course is graded as satisfactory/unsatisfactory. A minimum grade of S is required for this course. Requirements for practicum may be waived for students who demonstrate competency in these areas by providing documentation of work completed.

PH 9990 Dissertation

CREDIT HOURS 3.0 - 9.0

PREREQUISITES Completion of comprehensive doctoral examination

DESCRIPTION Involves the research and writing of the doctoral dissertation. Successful completion requires a significant contribution to the theoretical, conceptual, empirical, or practice base in the field of public health. Dissertation may extend beyond one term. Doctoral students who have passed the comprehensive examination must register for this course each 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.

PMAP 8010 Social Policy

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 and Democracy

CREDIT HOURS 3.0

DESCRIPTION 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 Research Methods and Statistics I

CREDIT HOURS 3.0

DESCRIPTION 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 Research Methods and Statistics II

CREDIT HOURS 3.0

PREREQUISITES PMAP 8121

DESCRIPTION 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 Microeconomics for Public Policy

CREDIT HOURS 3.0

DESCRIPTION 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 and Finance

CREDIT HOURS 3.0

PREREQUISITES PMAP 8111 or PMAP 8011, and PMAP 8121, or consent of the instructor

DESCRIPTION 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 Public Management Systems and Strategies

CREDIT HOURS 3.0

DESCRIPTION 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 International Nongovernmental Organizations

CREDIT HOURS 3.0

DESCRIPTION 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, particularly 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, and Policy

CREDIT HOURS 3.0

DESCRIPTION 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 The Nonprofit Sector

CREDIT HOURS 3.0

DESCRIPTION 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 and Resource Development for Nonprofit Organizations

CREDIT HOURS 3.0

PREREQUISITES PMAP 8141 and PMAP 8210 or consent of instructor

DESCRIPTION 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 Voluntary Nonprofit Organizations

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

PREREQUISITES PMAP 8210

DESCRIPTION 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 Innovation and Enterprise

CREDIT HOURS 3.0

DESCRIPTION Social enterprise couples the resources generated by market activities with the social ambitions of nonprofit organizations. Spurred on by the social entrepreneurship movement, social enterprises transform communities through highly innovative problem solving. Their purpose is to carve out new routes to sustainable solutions to social problems on local, national and international levels. This course will examine social enterprises from both nonprofit and business perspectives and provide students with a broad overview of their purposes, forms, funding, management approaches, and impact.

PMAP 8251 Grant Writing & Management

CREDIT HOURS 3.0

DESCRIPTION This course introduces students to the world of grant writing and management and provides them with an opportunity to experience writing actual grants. Students will learn the process of identifying prospective funders, developing relationships with funders, understanding the basics of writing grants, submitting proposals, working as a collaborative, and preparing for the follow up. Students will apply course learning to write and prepare actual grant proposals.

PMAP 8261 Nonprofit Financial Management

CREDIT HOURS 3.0

DESCRIPTION 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 and Emergency Management

CREDIT HOURS 3.0

DESCRIPTION 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 and Humanitarian Assistance

CREDIT HOURS 3.0

DESCRIPTION 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 8300 Planning for Resilient Communities

CREDIT HOURS 3.0

DESCRIPTION The linkage between population growth, urbanization patterns, natural hazards and exposure has become increasingly obvious with mounting disasters. How do we make communities more resilient to disasters, and what is the role of planners and policy-makers Students learn about the social, environmental and economic impacts of disasters on communities, and how to formulate planning and policy strategies for to promote community resiliency.

PMAP 8311 Urban Demography and Analysis

CREDIT HOURS 3.0

DESCRIPTION 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 Economic Development Policy

CREDIT HOURS 3.0

DESCRIPTION An overview of recent literature and examples of options available to communities as they plan and finance economic development activities.

PMAP 8331 Urban Development and Sustainable Cities

CREDIT HOURS 3.0

DESCRIPTION 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 8341 Urban Transportation Planning

CREDIT HOURS 3.0

DESCRIPTION This course will cover automobile, public transit, airport, bicycle, pedestrian, and non-traditional transportation modes. Land use, sprawl, demand management, coordinated human services, and project prioritization are topics which will be covered.

PMAP 8351 Local Government Management

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 and Organizational Behavior

CREDIT HOURS 3.0

DESCRIPTION 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 8501 Managing Public Money

CREDIT HOURS 3.0

PREREQUISITES PMAP 8161

DESCRIPTION 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 Government Debt Issuance and Administration

CREDIT HOURS 3.0

PREREQUISITES PMAP 8501 or PMAP 8161 or consent of the instructor

DESCRIPTION A survey of the instruments, procedures and challenges facing local government debt administrators.

PMAP 8521 Evaluation Research: Design and Practice

CREDIT HOURS 3.0

PREREQUISITES PMAP 8121 or consent of the instructor

DESCRIPTION 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 HOURS 3.0

PREREQUISITES PMAP 8131 or consent of the instructor

DESCRIPTION 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 HOURS 3.0

DESCRIPTION Geographic Information System (GIS) technology is widely used for planning and policy analysis in government agencies, and in the private and non-profit sectors. This introductory course provides students with a good conceptual foundation in data types & sources, coordinate systems, map design, spatial analysis and GIS applications. Students also learn the basic functions of ArcGIS software to integrate data from a variety of sources, conduct basic spatial analysis and produce quality map products.

PMAP 8899 Causal Inference and Evidence-based Policy

CREDIT HOURS 3.0

PREREQUISITES A graduate-level statistics course that covers probability theory, hypothesis testing and linear regression

DESCRIPTION If unsure about prerequisite, contact the professor. To answer cause-and-effect questions, a counterfactual model of causality and a unified methodological framework has been developed over the last three decades. This class aims to teach students to apply and interpret the counterfactual model and associated designs for answering policy-relevant empirical questions. Students will gain a deeper understanding of, and connections among, approaches to answering causal questions and of the nature of evidence itself. The topics comprise experimental designs and a suite of observational designs, including conditioning designs, partial identification designs, multiple control group designs, instrumental variable designs, regression discontinuity designs, synthetic control designs and tests of known effects and sensitivity tests to hidden bias. These topics are examined in a broad range of policy domains (poverty, planning, economic development, politics, crime, social work, health, public finance, environment, and others).

PMAP 8900 Public Service Capstone: Advanced Projects in Management and Finance

CREDIT HOURS 3.0

PREREQUISITES PMAP 8521

DESCRIPTION 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 HOURS 1.0 - 6.0

PREREQUISITES Consent of the instructor

DESCRIPTION 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 Public Administration and Policy

CREDIT HOURS 3.0 - 15.0

PREREQUISITES Consent of instructor

DESCRIPTION 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 Comparative Public Administration and Policy in the UK I

CREDIT HOURS 1.0 - 6.0

PREREQUISITES Completion of 3 graduate level courses

DESCRIPTION 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 Comparative Public Administration and Policy in the UK II

CREDIT HOURS 1.0 - 6.0

PREREQUISITES 3 graduate level courses

DESCRIPTION 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 8916 Comparative Perspectives in Public Management and Policy

CREDIT HOURS 1.0 - 3.0

DESCRIPTION This course explores processes, issues and practices fundamental to Public Management and Policy through the study of international systems. The course will be offered as a study abroad program or in partnership with an international university through an exchange or a dual degree program.

PMAP 8921 Special Topics

CREDIT HOURS 3.0

PREREQUISITES Consent of instructor

DESCRIPTION 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 HOURS 3.0

REQUIREMENTS Requires consent of the instructor

DESCRIPTION Consult the appropriate internship manual and application for availability and requirements specific to degree programs. This course involves supervised field placement for the purpose of utilizing and extending the theories, concepts, and practices acquired in previous courses.

PMAP 8945 Internship II

CREDIT HOURS 3.0

PREREQUISITES Departmental approval required for this course

DESCRIPTION Consult the appropriate internship manual and application for availability and requirements specific to degree programs. This course involves supervised field placement for the purpose of utilizing and extending the theories, concepts, and practices acquired in previous courses.

PMAP 8981 Practicum

CREDIT HOURS 3.0 - 6.0

PREREQUISITES Consent of the instructor

DESCRIPTION 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 HOURS 3.0 - 6.0

PREREQUISITES Consent of the instructor

DESCRIPTION See graduate catalog for requirements and thesis process. 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 Advanced Research Methods I

CREDIT HOURS 3.0

DESCRIPTION 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 Advanced Research Methods II

CREDIT HOURS 3.0

PREREQUISITES PMAP 9111

DESCRIPTION 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 in Public Policy

CREDIT HOURS 3.0

DESCRIPTION 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 Advanced Topics in Program Evaluation

CREDIT HOURS 3.0

DESCRIPTION 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 and Theory of Public Policy

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 Applying Research to Policymaking: Examples from Health Care Policy

CREDIT HOURS 3.0

DESCRIPTION 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 Seminar in Nonprofit Research

CREDIT HOURS 3.0

PREREQUISITES Enrollment in a Georgia State University doctoral program or advanced master's degree student intending to apply to a doctoral program

DESCRIPTION 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 9225 Doctoral Seminar on Urban Development

CREDIT HOURS 3.0

PREREQUISITES Ph.D. students

DESCRIPTION Master's students require the consent of instructor. This class covers a wide range of urban development related topics and exposes students to the theoretical foundation, important literature, and analytical tools in the urban research field. Students are expected to critically review the literature and develop a research proposal/paper.

PMAP 9331 Foundations of Public Administration

CREDIT HOURS 3.0

DESCRIPTION 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 and Implementation

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 and Research

CREDIT HOURS 3.0

DESCRIPTION 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 9391 Public Financial Management Theory & Research

CREDIT HOURS 3.0

DESCRIPTION This course is designed to provide doctoral students immersion into public financial management theories and research which promote the efficient and effective use of financial resources to achieve an accountable and sustainable public service.

PMAP 9501 Special Topics in Public Policy

CREDIT HOURS 1.0 - 3.0

PREREQUISITES Consent of instructor

DESCRIPTION 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 HOURS 1.0 - 18.0

DESCRIPTION Doctoral students at the dissertation stage will register for this course.

EDRD READING EDUCATION

EDRD 6600 Introduction to Materials and Methods in Reading Instruction

CREDIT HOURS 3.0

DESCRIPTION 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 Development and Instruction

CREDIT HOURS 3.0

DESCRIPTION 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. Cross-listed with ECE 9420.

EDRD 7360 Literacy and Digital Media

CREDIT HOURS 3.0

DESCRIPTION The course addresses issues related to using digital media and texts in the reading/language arts curriculum. Participants investigate pedagogical implications to integrate multiple digital texts in the K-12 classrooms, communities, and homes.

EDRD 7550 Literacy Assessment and Curriculum Development

CREDIT HOURS 3.0

DESCRIPTION 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 to inform curriculum development; (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; and (3) understand and assess reading programs.

EDRD 7600 Theory and Pedagogy in the Study of Literacy

CREDIT HOURS 3.0

DESCRIPTION This course addresses the theories, methodologies, and materials used to teach reading and writing instruction, language development, and literacy strategies. Students will learn about the theories and practical application for teaching reading to all students including those representing diverse cultural and linguistic communities.

EDRD 7630 Literacy in the Content Areas

CREDIT HOURS 3.0

DESCRIPTION This course will analyze reading and writing instructional strategies and materials in the content area classrooms. Emphases are on the process of reading and writing in the middle and secondary schools, the role of text complexity, instructional planning, adolescent literacy development, digital texts, comprehension, vocabulary, and study strategies.

EDRD 7650 Individualized Literacy Assessment and Instruction

CREDIT HOURS 3.0

PREREQUISITES EDRD 6600 or EDRD 7600 or equivalent

DESCRIPTION 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 8210 Family and Community Literacies

CREDIT HOURS 3.0

DESCRIPTION This course will examine scholarship by literacy and language researchers who utilize diverse methodologies and theoretical orientations in understanding families literate and community lives. This course will consider critical contemporary perspectives through the examination of: a) research on family and community literacies and practices; b) research on the role of class and culture in literacy; c) research on popular culture and digital and social media; and d) research on family and school involvement.

EDRD 8280 Literacy for a Diverse Society

CREDIT HOURS 3.0

DESCRIPTION Restricted to Ed.D. 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 Theoretical Models and Processes of Literacy Learning

CREDIT HOURS 3.0

DESCRIPTION Restricted to Ed.D. and Ph.D. 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 and Issues in Language and Literacy Education

CREDIT HOURS 3.0

DESCRIPTION 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 Professional Learning and Leadership of Literacy

CREDIT HOURS 3.0

DESCRIPTION This course introduces students to organization, administration, and leadership skills of (P-12) literacy (reading, English language arts) 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 improve literacy programs.

EDRD 9870 Advanced Research Seminar in Language and Literacy Education

CREDIT HOURS 1.0 - 3.0

DESCRIPTION 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).

RE 8000 Real Estate Concepts and Practices

CREDIT HOURS 3.0

PREREQUISITES none

REQUIREMENTS CSP: 1, 2, 6

DESCRIPTION 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 Real Estate Investment Analysis

CREDIT HOURS 3.0

PREREQUISITES none

REQUIREMENTS CSP: 1, 2, 6

DESCRIPTION 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 HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1, 2, 6

DESCRIPTION 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 Real Estate Investments Trusts

CREDIT HOURS 3.0

PREREQUISITES RE 8000 or RE 8020 or RE 8030

REQUIREMENTS CSP: 1, 2, 6

DESCRIPTION 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 and Regulatory Environment of Real Estate

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1, 6

DESCRIPTION (Same as LGLS 8040) 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 HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: None

DESCRIPTION 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 Applied Real Estate Market Analysis

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1, 2, 6, 7

DESCRIPTION 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 Quantitative Analysis for Real Estate

CREDIT HOURS 3.0

PREREQUISITES RE 8020

REQUIREMENTS CSP: 1, 2, 6

DESCRIPTION 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 Estate Project Planning and Development

CREDIT HOURS 3.0

PREREQUISITES RE 8020 or RE 8030 and RE 8060

REQUIREMENTS CSP: 1,2,6

DESCRIPTION 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 HOURS 3.0

PREREQUISITES RE 8020 and RE 8030 and RE 8060

REQUIREMENTS CSP: 1,2,6

DESCRIPTION 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 Strategic Management of Real Property in the Corporate Environment

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1, 2, 6

DESCRIPTION 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 8200 Leading the Real Estate Enterprise

CREDIT HOURS 3.0

PREREQUISITES None

DESCRIPTION CSP's: 1, 6, 7. This course addresses leadership in the real estate industry. Students will examine and apply theories of leadership with focus on motivation, group dynamics, and organizational change. Participants gain experiential knowledge of practices that are effective and ineffective. The lives, philosophies, and business experiences of successful real estate leaders will be examined. Assessments of participants' leadership-relevant skills and characteristics will be used to provide guidance on how to improve as leaders. Skills improvement comes from enhanced insight and knowledge, activities conducted in class, as well as from out-of-class tasks.

RE 8389 Directed Readings in Real Estate

CREDIT HOURS 1.0 - 3.0

PREREQUISITES RE 8020 and RE 8030 and RE 8040 and RE 8050 and RE 8060; and consent of instructor, good academic standing

DESCRIPTION

RE 8400 Advanced Real Estate Investment Analysis

CREDIT HOURS 3.0

PREREQUISITES RE 8020

REQUIREMENTS CSP: 1, 2, 6

DESCRIPTION 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 8450 Taxation of Real Estate Investment

CREDIT HOURS 3.0

PREREQUISITES RE 8000 or RE 8020 or TX 8020

REQUIREMENTS CSP: None

DESCRIPTION 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 9480 Seminar in Real Estate Behavioral Research

CREDIT HOURS 3.0

PREREQUISITES RE 8040 or RE 8210 or RE 8400

REQUIREMENTS CSP: 1, 4

DESCRIPTION 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 Seminar in Real Estate Finance and Land Economics Research

CREDIT HOURS 3.0

PREREQUISITES RE 8020 or RE 8030 or MGS 9940 or MGS 9950, and MGS 9960; or consent of instructor

REQUIREMENTS CSP: None

DESCRIPTION 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 Seminar in Real Estate Research I

CREDIT HOURS 3.0

DESCRIPTION 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 Seminar in Real Estate Research II

CREDIT HOURS 3.0

DESCRIPTION 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 6030 Introduction to Human Rights

CREDIT HOURS 3.0

DESCRIPTION Introduces students to historical and contemporary debates around human rights. Drawing on scholarship from disciplines such as history, anthropology, sociology, political philosophy, religious studies, and literature, students will review case studies in order to bring different scholarly perspectives to bear on human rights claims in a globalized world.

RELS 6040 Augustine and Aquinas

CREDIT HOURS 3.0

DESCRIPTION (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 6080 Religious Dimensions in Human Experience

CREDIT HOURS 3.0

DESCRIPTION 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 6090 Jesus Inside and Outside the Gospels

CREDIT HOURS 3.0

DESCRIPTION Comparative study of portrayals of Jesus as they have evolved over the past two millennia. Topics may include the differences between the Synoptic and Johannine materials, non-canonical gospels, the way Jesus is depicted in texts from other religions (e.g., Qur'an, Gandhi's "What Jesus Means to Me"), and visual depictions of Jesus, including in modern media such as film and the internet.

RELS 6100 Religious Studies Study Abroad

CREDIT HOURS 3.0

DESCRIPTION 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 6150 Religion, Nation, and Law

CREDIT HOURS 3.0

DESCRIPTION This course will explore and dissect the relationship and roles between religion, law, and nation-building. The course will explore nation-states and empires, secularism, the relationship between `religious to the `secular in the particular context of law. The course will also examine comparison of the legal recognition of religious minorities and personal status legal systems in empires and nation-states.

RELS 6200 Religions in America

CREDIT HOURS 3.0

DESCRIPTION Religion in the United States, from colonial times to the present. Introduces historical and social contexts for religion as well as the impact of religions, which may include Native American religions, African-American religions, Christianity, Islam, and Asian religions.

RELS 6225 Psychology and Religion

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 of Religion

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION (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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION (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 HOURS 3.0

DESCRIPTION (Same as WGSS 6370.) Multicultural exploration of the role of women and female divinities in diverse religious traditions; readings from ancient myths to contemporary feminist theology.

RELS 6281 Racial Thought in Religion and Philosophy

CREDIT HOURS 3.0

DESCRIPTION This course will evaluate the logic of racial thought, its presence in religion and philosophy, and the difficult process of countering the resulting forms of racism that structure minds and lives.

RELS 6290 Pilgrimage

CREDIT HOURS 3.0

DESCRIPTION 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 and Spirituality

CREDIT HOURS 3.0

DESCRIPTION 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 6301 Animals and Religion: Between Animals and Gods

CREDIT HOURS 3.0

DESCRIPTION Are people born to sort, organize, classify, and order their environments? Do we impose order on nature, or do we observe an order inherent in nature? To what degree are our systems of classification culturally dependent? How do people negotiate competing ways of ordering the world? In this course, you will explore questions like these in relation to two populations against which we humans define ourselves: animals and gods.

RELS 6400 Internship in Religious Studies

CREDIT HOURS 3.0

DESCRIPTION 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 6450 Modern Judaism

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 6465 Religion in the American South

CREDIT HOURS 3.0

DESCRIPTION Examines the historical and cultural development of Religion in the American South. Students will explore the increasing religious diversity in the New South and discuss the ways in which southern religious values have shaped conversations on race, sex, gender, politics, nationalism, science, and social reform.

RELS 6470 Martin Buber: His Thought and Influence

CREDIT HOURS 3.0

DESCRIPTION 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 6480 Modern Islam: Tradition & Transformation

CREDIT HOURS 3.0

DESCRIPTION The purpose of this course is to understand the Islamic tradition in the contemporary world through a study of its history, society, institutions, as well as its various relationships to non-Muslim societies and cultures. The task is to try to gain familiarity with the multiple manifestations and transformations of Islam from the pre-modern to the modern periods, with an emphasis on the changes brought about by the rise of European hegemony and colonial modernity. As a survey, the course will review broad socio-historical patterns in order to give students the ability to better assess a range of contemporary issues related to Islam as well as provide a basis through which further investigations can be made.

RELS 6490 Topics in Judaism

CREDIT HOURS 3.0

DESCRIPTION Examination of selected topics in Judaism. May be repeated if topic varies.

RELS 6500 Ethics of Violence

CREDIT HOURS 3.0

DESCRIPTION In this course we will work our way through theoretical, ethnographic and fictional texts in order to explore the different ways in which violence has been examined as a dimension of human experience.

RELS 6570 Special Topics in Islam

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 6615 Introduction to Buddhism in Asia and the West

CREDIT HOURS 3.0

DESCRIPTION This course offers a selective historical survey of the Buddhist traditions in India, Southeast Asia, Tibet, China, Japan, and North America. Topics include the life and image of Buddha, the four noble truths, the philosophy of emptiness, the discipline of meditation, ethics and popular practice, devotional cults, and the concept of nirvana.

RELS 6620 Introduction to Daoism, Confucianism, and the Religions of China

CREDIT HOURS 3.0

DESCRIPTION Selective historical survey of the Daoist, Confucian, Buddhist, and folk traditions of China. Topics will include gods and goddesses, ritual, questions, of human nature, ethics, death and the afterlife, and mysticism.

RELS 6625 Introduction to Zen Buddhism, Shinto, and the Religions of Japan

CREDIT HOURS 3.0

DESCRIPTION Selective thematic survey of the Shinto, Buddhist, and folk traditions of Japan, with a special emphasis of Zen Buddhism. Topics include attitudes toward nature, the interpenetration of religion and the arts, monasticism and meditation practices, modern Zen philosophy, new religious movements, and the influence of the West.

RELS 6628 Topics in Asian Religion

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 6645 Religion & Sex in Pop Culture

CREDIT HOURS 3.0

DESCRIPTION Explores religion and sexuality in forms of American popular culture such as music, television, motion pictures, fashion, print/nonprint media, and the internet. Students will also examine how popular culture has shaped religious debates about sexuality and been shaped by religious values.

RELS 6650 Religion and Ethics

CREDIT HOURS 3.0

DESCRIPTION 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 6680 War, Peace, and Religion

CREDIT HOURS 3.0

DESCRIPTION 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 pacifism; the writings of Gandhi; nuclear arms and the status of noncombatants; civil disobedience and conscientious objection; and religiously motivated terrorism.

RELS 6690 Secularism, Liberalism and Religion

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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-seminar in Advanced Theory and Method

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 1.0 - 3.0

PREREQUISITES consent of instructor

DESCRIPTION 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 HOURS 3.0 - 12.0

DESCRIPTION Does not count toward degree requirements. Authorization required. May be repeated for credit.

RELS 8970 Teaching Religious Studies

CREDIT HOURS 6.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 Advanced Teaching Practicum in Religious Studies

CREDIT HOURS 3.0 - 12.0

DESCRIPTION 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 8998 Prospectus Research and Writing

CREDIT HOURS 3.0

DESCRIPTION Students enrolled in this course will complete the research required to writing a Masters thesis prospectus that conforms to the guidelines established by the Department. Students whose prospectuses are approved by the faculty may continue in the thesis research and writing process. This course is not required of students wishing to present a prospectus, but it does give students credit for preparing the prospectus. It does not count toward the thesis track degree requirements. Permission from the instructor and Director of Graduate Studies is required.

RELS 8999 Thesis Research

CREDIT HOURS 1.0 - 6.0

DESCRIPTION

RT 6005 Clinical Cardiopulmonary Physiology

CREDIT HOURS 3.0

DESCRIPTION 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 Basic Life Support Instructor Course

CREDIT HOURS 3.0

PREREQUISITES BLS certification or RT 1010

DESCRIPTION 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 HOURS 4.0

PREREQUISITES Entry into RT graduate program

DESCRIPTION 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 HOURS 3.0

PREREQUISITES Entry into RT graduate program

DESCRIPTION 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 Function Diagnostics

CREDIT HOURS 3.0

PREREQUISITES Entry into the graduate program and completion of RT 6005, RT 6025, RT 6111, and RT 6050

DESCRIPTION A study of pulmonary diagnostic techniques, with an emphasis on pulmonary function testing and interpretation.

RT 6040 Respiratory Care Pharmacology

CREDIT HOURS 3.0

PREREQUISITES Entry into RT graduate program

DESCRIPTION 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 HOURS 1.0

DESCRIPTION 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 II

CREDIT HOURS 4.0

PREREQUISITES Entry into graduate RT program, RT 6005, RT 6111, RT 6025, RT 6050

DESCRIPTION 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 HOURS 1.0

PREREQUISITES : Successful completion of RT 6050 and RT 6051

DESCRIPTION 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 Care Procedures I

CREDIT HOURS 4.0

PREREQUISITES Entry into RT graduate program

DESCRIPTION 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 Respiratory Care Procedures II

CREDIT HOURS 3.0

PREREQUISITES RT 6111, RT 6005, RT 6025 and RT 6050. Entry into RT graduate program

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 Ventilatory Support I

CREDIT HOURS 3.0

PREREQUISITES Admission into RT program

DESCRIPTION A study of methods of mechanical ventilatory support, including physiology and patient management, as well as equipment.

RT 7012 Mechanical Ventilation II

CREDIT HOURS 4.0

PREREQUISITES RT 7011. Entry into RT graduate program

DESCRIPTION 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 Advanced Clinical Preceptorship

CREDIT HOURS 3.0

DESCRIPTION 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 Mechanical Ventilation

CREDIT HOURS 3.0

PREREQUISITES Entry into the Graduate RT Program

DESCRIPTION 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 Practice Monitoring

CREDIT HOURS 3.0

PREREQUISITES Admission to a Master of Science RT degree program

DESCRIPTION This course will be an overview to interpretation of ventilation waveforms, providing an understanding of how ventilation waveforms are generated and how to interpret them. The goal of this course is to impart and understanding of how waveforms are generated which will allow the practitioner to deduce the cause and implications of previously unseen as well as familiar waveforms. This course will also serve as an overview of advanced practice procedures and monitoring in critical care specialty units. Advanced practice procedures such as arterial line insertion techniques, central line placement, pulmonary artery catheter insertion techniques, balloon pump management, management of extracorporeal membrane oxygenator circuits, and other advanced devices managed by respiratory therapist in specialty units will be discussed.

RT 7050 Statistical Research II

CREDIT HOURS 3.0

PREREQUISITES HHS 6000. Entry into RT graduate program

DESCRIPTION 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 HOURS 4.0

DESCRIPTION Prerequisites Entry into RT graduate program. RT 6050, RT 6051 and RT 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 III

CREDIT HOURS 5.0

PREREQUISITES Prior courses in program sequence

DESCRIPTION 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 Clinical Applications in Sleep Medicine

CREDIT HOURS 3.0

DESCRIPTION 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 Advanced Cardiac Life Support

CREDIT HOURS 2.0

PREREQUISITES RT 1010 or BLS

DESCRIPTION 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 Management

CREDIT HOURS 3.0

PREREQUISITES Prior course work in the RT program

DESCRIPTION An analysis of patient care management strategies for the respiratory therapist. Patient assessment and critical care management topics will be emphasized.

RT 7080 Pediatric Respiratory Care

CREDIT HOURS 2.0

PREREQUISITES Entry into RT graduate program

DESCRIPTION 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 HOURS 2.0

PREREQUISITES Prior course work in the RT program

DESCRIPTION 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 Professional Practice: From Current Trends to Extended Care

CREDIT HOURS 3.0

PREREQUISITES Entry into RT graduate program

DESCRIPTION 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 Respiratory Care

CREDIT HOURS 3.0

DESCRIPTION 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 Special Problems in Respiratory Care

CREDIT HOURS 3.0

DESCRIPTION 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 7096 End of Life Issues

CREDIT HOURS 1.0

PREREQUISITES First year and 2nd year Respiratory Therapy courses

DESCRIPTION This course is designed to provide a broad overview of death and dying in United States. The growing need for quality palliative care, current gaps in care, and the scope of palliative care will be discussed in an attempt to introduce the student to current end-of-life issues.

RT 7800 Interprofessional Collaboration for Advanced Practice

CREDIT HOURS 3.0

PREREQUISITES Admission to the Graduate Program

DESCRIPTION This course is designed to provide students in health care relate programs with introductory knowledge of interprofessional principles pertaining to team building skills, effective communication, and collaboration of care with individuals with multiple chronic conditions. Philosophical and theoretical foundations pertinent to interprofessional collaboration will be explored. Collaborative interprofessional learning experiences will provide the opportunity to increase knowledge and understanding of each professions contribution to health care.

RT 7950 Directed Readings

CREDIT HOURS 3.0

PREREQUISITES Entry into RT graduate program

DESCRIPTION

RT 7980 Research Practicum

CREDIT HOURS 1.0 - 15.0

DESCRIPTION Directed research in collaboration with a faculty member. For graduate assistants. Does not count towards degree requirements.

RT 7995 Directed Studies in Respiratory Care

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION Individual study of a selected topic under the direction of the student's major professor. A minimum of six hours must be taken. .

RT 8020 Neurobiology of Sleep

CREDIT HOURS 3.0

PREREQUISITES Acceptance into a graduate program at Georgia State University

DESCRIPTION Participants in this course will gain knowledge of contemporary theories regarding why humans need to sleep and the neural mechanisms contributing to the states of sleep and wakefulness. An emphasis will be placed upon the analysis of perturbations within specific neurotransmitter systems may manifest as sleep related disorders. The application and evaluation of pharmacological interventions used to normalize activity within those neural pathways will be covered.

RMI 8050 Risk Management Modeling

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1, 2, 6, 7

DESCRIPTION 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 and Liability Insurance

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1, 6, 7

DESCRIPTION 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 Management

CREDIT HOURS 3.0

PREREQUISITES MBA 8135

REQUIREMENTS CSP: 1, 2, 6, 7

DESCRIPTION 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 Risk Management and Insurance Planning

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: None

DESCRIPTION The course includes an examination of risks to the person, including premature death, disability, health, and long term care. The course also analyzes property and liability risks, spanning auto, homeowners, and commercial. The course looks at methods of risk management beyond contracts, including organizational form. Case studies illustrate the application of risk management to client scenarios.

RMI 8300 Predictive Risk Modeling

CREDIT HOURS 3.0

PREREQUISITES ECON 8740

DESCRIPTION This course presents econometric techniques used to quantify risk exposures faced by individuals and corporations. The course emphasizes the microeconometric analysis of risk illustrated by examples including retail credit scoring, bankruptcy prediction, predictive loss modeling, stochastic loss reserving and others. Econometric techniques covered include generalized linear modeling, count models, survival regressions, and neural network analysis. Emphasis is placed on students gaining real world experience by being asked to estimate the models using data sets supplied by the instructor. The course is intended for graduate students in economics, business, finance, and actuarial science seeking to increase their ability to empirically model risk exposures in various settings.

RMI 8370 Financial Risk Management

CREDIT HOURS 3.0

PREREQUISITES MBA 8135

REQUIREMENTS CSP: 1, 2, 6, 7

DESCRIPTION The course presents the fundamentals of corporate financial risk management. The objective is a realistic and conceptually motivated overview of risk management for major global companies. The strategic approach to risk management requires an understanding of insurance and alternative risk financing, as well as financial, insurance and commodity derivatives.

RMI 8389 Directed Readings in Risk Management and Insurance

CREDIT HOURS 1.0 - 3.0

PREREQUISITES Consent of a graduate adviser in Department of Risk Management and Insurance, good academic standing

DESCRIPTION CSP: 1, 6.

RMI 9100 Theory of Risk and Insurance

CREDIT HOURS 3.0

PREREQUISITES Consent of a graduate adviser in the Department of Risk Management and Insurance

REQUIREMENTS CSP: 1, 2, 6, 7

DESCRIPTION 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 Seminar in Risk and Insurance

CREDIT HOURS 3.0

PREREQUISITES Consent of a graduate adviser in the Department of Risk Management and Insurance

DESCRIPTION CSP: 1, 2, 6, 7.

RCB 8040 Competing on Analytics and Organizational Knowledge

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1, 2, 3, 4, 5 , 6, and 7

DESCRIPTION Businesses are becoming increasingly "knowledge intensive." Analytics can help organizations develop a comprehensive approach to their knowledge assets to make better decisions and create distintive competitive capabiltites. High performing corporations compete on knowledge capabilites with their internal business processes as well as their external business processes. Data lies at the heart of this knowledge. Increasingly, decisionmakers rely on intelligent systems to analyze these data systematically and assist them in their decisionmaking. In many cases, automating the decisionmaking process is necessary because of the speed with which new data are generated. This course connects real world data to decisionmaking through cases from finance, marketing and operations.

SNHP 6000 Research for the Health Professions

CREDIT HOURS 3.0

DESCRIPTION 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 Medical Terminology

CREDIT HOURS 3.0

DESCRIPTION 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 6100 Analysis and Adaptation of Occupation

CREDIT HOURS 2.0

PREREQUISITES Admission to the Program

COREQUISITES SNHP 6101: Analysis and Adaptation of Occupation Lab

DESCRIPTION This first semester lecture course provides the students with an understanding of the historical foundation of the profession of occupational therapy, focusing on philosophical assumptions, and core concepts of the profession. This course is designed to introduce students to the Occupational Therapy process and introduces The Occupational Therapy Practice Framework: Domain & Process (OTPF) 3rd edition (AOTA, 2014), an official document for the profession. Through interactive teaching, peer instruction and participatory activities, students investigate the complexities of occupation as the foundation of the practice of occupational therapy. Addresses ACOTE Standards B1.2, B2.1, B2.2, B.2.3, B2.7, B4.4, B4.10.

SNHP 6101 Analysis and Adaptation of Occupation Lab

CREDIT HOURS 1.0

PREREQUISITES Admission to the Program

COREQUISITES SNHP 6100- Analysis and Adaptation of Occupation

DESCRIPTION This first semester lab course accompanies SNHP 6100 Lecture course and provides the students with an opportunity for interactive, dynamic, hands on activities to develop an understanding of occupation, activity analysis, evaluation of ADLs/IADL and professional documentation Addresses ACOTE Standards: B1.2, B2.1, B2.2, B.2.3, B2.7, B4.4, B4.10.

SNHP 6110 Social and Cultural Determinants of Health and Occupation across the Life Span

CREDIT HOURS 3.0

PREREQUISITES Admission to the Program

DESCRIPTION This course examines current theory and research related to the development of human occupation and how it changes throughout the life course. This course also focuses on effects of occupations on health and how societal and cultural determinants influence an individuals quality of life throughout the life span. Through interactive teaching, peer instruction and participatory activities, students will observe, interpret, and describe occupational performance, and apply relevant theories and constructs to understand the development of human occupation. Addresses ACOTE Standards: B1.2, B1.3, B1.4, B1.5, B2.2, B2.3, B2.4, B2.5, B2.6, B. 2.9, B3.1, B3.2, B3.4, B4.6, B 5.4.

SNHP 6120 Functional Movement Across the Lifespan Analysis and Assessment

CREDIT HOURS 3.0

PREREQUISITES Admission to the Program

COREQUISITES SNHP 6121

DESCRIPTION In this lecture course students will develop an understanding of clinical human anatomy and biomechanical principles underlying human movement and their application to occupational performance and how it changes across the lifespan. Students will perform detailed regional analyses of the upper and lower extremities and the trunk. Addresses ACOTE Standards: B1.1, B1.2, B2.7, B2.8, B3.1, B3.3, B4.1, B4.2, B4.3, B4.4.

SNHP 6121 Functional Movement Across the Lifespan Analysis and Assessment Lab

CREDIT HOURS 1.0

PREREQUISITES Admission to the Program

COREQUISITES SNHP 6120

DESCRIPTION This lab course accompanies OT 6020, and provides the student with an opportunity for interactive, dynamic, hands on activities to develop an understanding of functional human movement, how movement affects performance, and how it changes across the lifespan. Students will perform detailed regional analyses of the upper and lower extremities and the trunk. Assessment procedures such as palpation, muscle strength testing, range of motion, flexibility testing, and reflex integration will be learned in order to understand their relationships to occupational performance. Addresses ACOTE Standards: B1.1, B1.2, B2.7, B.2.8, B3.1, B.4.1, B4.2, B.4.3, B.4.4, B4.6.

SNHP 6130 Evidence Based Practice and Clinical Research I

CREDIT HOURS 2.0

PREREQUISITES Admission to the Program

DESCRIPTION This course is designed to inform students regarding the role and creation of practiced-based evidence in occupational therapy. The course covers the concepts, methods, and strategies related to evidence-based practice. The goal of the course is to support students in the development of critical reading and writing skills with particular relevance to understanding human occupation and the practice of occupational therapy through scientific inquiry. This course is the first in the sequence leading to the development of a proposal and completion of a research project. Addresses ACOTE Standards: B1.7, B4.2, B4.6, B8.1, B8.2, B8.3, B8.4, B8.5.

SNHP 6140 Skills for Occupation Based Practice Seminar I

CREDIT HOURS 2.0

PREREQUISITES Admission to the Program

DESCRIPTION Co-requisites All first semester courses. This course is the first occupation based practice seminar in a 5-seminar sequence and is an essential element to the first Level 1 Fieldwork experience as it facilitates the integration of information from the didactic component of the OT program to the practical clinical applications in the natural environment with seasoned professionals. The student will participate in approximately 40 hours (over the course of the semester) of supervised client involvement in a variety of settings. This seminar provides for active engagement through directed fieldwork experiences, classroom instruction, and experiential lab activities. Clinical case studies will be used to facilitate clinical reasoning processes and enhance client-centered, occupation-based practice. Students will be introduced to professional socialization, therapeutic use of self, ethical practice and group dynamics. Peer-instruction, active engagement and self-direction are essential aspects of this seminar. Addresses ACOTE Standards: B1.8, B2.3, B2.2, B2.7, B2.8, B 4.10, B5.7, B9.1, B9.2, C1.8, C1.9.

SNHP 6150 Neuroscience: Assessing Human Performance

CREDIT HOURS 3.0

PREREQUISITES Admission to the Program

DESCRIPTION This course covers 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 in order to introduce basic and applied neuroanatomical and neurophysiological principles. Through the assessment of human behavior and performance in relation to the nervous system, students will discuss pathophysiology, clinical manifestations, diagnostic procedures, evidence-based practices, and interdisciplinary management, along with prevention in occupational therapy. Addresses ACOTE Standards B1.1, B2.6.

SNHP 6400 Spanish for Health and Human Sciences

CREDIT HOURS 3.0

DESCRIPTION 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 6900 EKG Interpretation

CREDIT HOURS 3.0

PREREQUISITES SNHP 2010, SNHP 3010 or SNHP 6010 preferred

DESCRIPTION This course presents a study of electrocardiograms . The course will provide the student with the opportunity to understand basic and advanced EKG waveform morphology, normal physiology of cardiac conduction, and basic dysrhythmias. Appropriate case studies will be used to illustrate clinical significance.

SNHP 7000 Introduction to Clinical Health Informatics

CREDIT HOURS 1.0

PREREQUISITES Entrance into Graduate Certificate in Health Informatics program or permission of instructor

DESCRIPTION Through class discussion, visits from practitioners, and faculty lectures, students are introduced to the present and projected roles of clinical health informatics professionals.

SNHP 7100 Concepts in Health Informatics

CREDIT HOURS 3.0

DESCRIPTION Prequisites: Entrance into Graduate Certificate in Health Informatics program or permission of instructor. This course will cover the history of Informatics from a medical, nursing and healthcare perspective. It will incorporate inter-professional collaboration, professionalism, ethics, HIT drivers and legislation. It will cover concepts such as ROI/RFP/RFQ and Due Diligence, as well as vendor selection and assessment strategies.

SNHP 7109 Body Composition Assessment

CREDIT HOURS 3.0

PREREQUISITES Graduate student in BFLSONHP or consent of instructor

DESCRIPTION Assessment of body weight, body dimensions, and body composition is of considerable interest to those working in the health professions, as the information derived from these assessments is associated with health risks. In addition, the health professionals ability to accurately plot changes in body composition over time is important for determining whether the patient/client is changing in a way that reduces or increases health risk. There are numerous strategies for assessing body dimensions and composition, ranging from weight/height growth charts used with children, to skinfolds, and to more sophisticated analysis techniques that involve bioelectrical impedance and dual-energy x-ray absorptiometry. This course will review both the historical and new methods available to health professionals for the assessment of body dimensions and body composition, with special emphasis on the strengths and weaknesses of each technique and how these techniques may be appropriately used with the client/patient.

SNHP 7130 Tai Chi-A Therapeutic Exercise

CREDIT HOURS 3.0

DESCRIPTION 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 and the Older Adult

CREDIT HOURS 3.0

DESCRIPTION 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 7250 Health Data Analytics

CREDIT HOURS 3.0

PREREQUISITES Entrance into Graduate Certificate in Health Informatics program or permission of instructor

DESCRIPTION This course will provide a basic understanding of database structure, including relational databases and database types, data management, including querying, reporting and data correction, and data analysis, including dash boarding and predictive analytics. The use of data visualization tools to interpret and apply. healthcare data analysis will be explored. This course will also cover data security and encryption, as well as privacy and confidentiality.

SNHP 7270 Introduction to Healthcare Project Mangement

CREDIT HOURS 3.0

PREREQUISITES Entrance into Graduate Certificate in Health Informatics program or permission of instructor and SNHP 7000 and SNHP 7100

DESCRIPTION This course will cover the basic Project Management concepts, providing students with an understanding of the Project Management Life Cycle, System Development Life Cycle, Change management and control, and knowledge of the Project Management Professional (PMP) certification requirements and information.

SNHP 7300 Quality Improvement and Safety in Healthcare Environments

CREDIT HOURS 3.0

PREREQUISITES Entrance into Graduate Certificate in Health Informatics program or permission of instructor and SNHP 7000 and SNHP 7100

DESCRIPTION This course will provide an understanding of quality and process improvement strategies, including six sigma/lean, as well as strategies for process improvement. It will also cover past/current/future regulations and requirements (MU/HIPAA/HITECH/MACRA) regulating quality improvement functionality in HIT. Patient Safety and Heuristic evaluation principles in system and software design will also be covered.

SNHP 7500 Health Communication

CREDIT HOURS 3.0

DESCRIPTION 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 7550 Healthcare Information Technology

CREDIT HOURS 3.0

DESCRIPTION This course will cover IT hardware, software, networking, as well as full HIT and HIM systems. It will cover concepts for hardware and software assessments, gap analyses, workflow analyses, and ergonomic assessments. It will cover network structure and functions.

SNHP 7600 Graduate Health Informatics Capstone

CREDIT HOURS 3.0

PREREQUISITES SNHP 7000, SNHP 7100, SNHP 7270, and SNHP 7300

DESCRIPTION This course will provide hands-on, real-life experience in Health IT. Students can tailor the residency experience to meet certification requirements. Different certifications require different numbers of residency experience hours. Students can choose between 150-300 hours (3-6 credit hours) depending on the certification they desire to achieve. 50 hours of residency per credit hour. A final, residency-based project presentation, incorporating concepts learned during the program, will be required (capstone).

SNHP 7800 Interprofessional Collaboration for Advanced Practice

CREDIT HOURS 3.0

PREREQUISITES Admission to a graduate program in the Lewis School

DESCRIPTION This course is designed to provide students in health care relate programs with introductory knowledge of interprofessional principles pertaining to team building skills, effective communication, and collaboration of care with individuals with multiple chronic conditions. Philosophical and theoretical foundations pertinent to interprofessional collaboration will be explored. Collaborative interprofessional learning experiences will provide the opportunity to increase knowledge and understanding of each professions contribution to health care.

SNHP 7810 Interpretation of Clinical Laboratory Values for Health Professionals

CREDIT HOURS 3.0

PREREQUISITES Inorganic chemistry with lab, organic chemistry with lab, AND EITHER human physiology OR biochemistry

DESCRIPTION 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 HOURS 1.0 - 15.0

DESCRIPTION Directed research in collaboration with a faculty member. For graduate assistants. Does not count towards degree requirements.

SNHP 8000 Trends Affecting Health Policies, Practices, and Laws

CREDIT HOURS 3.0

DESCRIPTION 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 Leadership and Ethics in Healthcare

CREDIT HOURS 3.0

DESCRIPTION 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 8020 Neurobiology of Sleep

CREDIT HOURS 3.0

PREREQUISITES Acceptance into a graduate program at Georgia State University

DESCRIPTION Participants in this course will gain knowledge of contemporary theories regarding why humans need to sleep and the neural mechanisms contributing to the states of sleep and wakefulness. An emphasis will be placed upon the analysis of perturbations within specific neurotransmitter systems may manifest as sleep related disorders. The application and evaluation of pharmacological interventions used to normalize activity within those neural pathways will be covered.

SNHP 8050 Selected Topics Nursing and Health Professions

CREDIT HOURS 1.0 - 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 Instrument Evaluation and Construction

CREDIT HOURS 3.0

COREQUISITES one graduate level research course

DESCRIPTION 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.

SNHP 8500 Systematic Review and Meta-Analysis

CREDIT HOURS 3.0

PREREQUISITES Entrance into doctoral program

DESCRIPTION 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 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.

SNHP 8550 Basics of Financial Management in Health Care Organizations

CREDIT HOURS 3.0

PREREQUISITES Admission to the DNP program

DESCRIPTION This course focuses on application of finance principles and concepts to healthcare organizations. It will provide tools to promote fiscal accountability.

SNHP 8600 Systematic Review and Meta-Analysis in the Health Sciences II

CREDIT HOURS 3.0

PREREQUISITES SNHP 8500 or PT 8500

DESCRIPTION The objective of this course is to provide a practical implementation of the principles and concepts learned in SNHP 8500 or PT 8500. The desired goal is for the student to conduct a systematic review and meta-analysis that can be published in a peer-reviewed research journal. Students will work on a self-determined research question in groups of two or three in conjunction with a content expert for their research question. It is desired that the research question, student group, and content expert be identified prior to the start of classes.

EDSC 6550 Principles of Science Instruction

CREDIT HOURS 3.0

PREREQUISITES EDCI 6600

COREQUISITES EDCI 7660

DESCRIPTION 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 7550 Theory and Pedagogy of Science Instruction

CREDIT HOURS 3.0

PREREQUISITES EDSC 6550

COREQUISITES EDCI 7670 and EDCI 7680

DESCRIPTION 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 Instruction in Science

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 Advanced Science Concepts and Issues

CREDIT HOURS 3.0

DESCRIPTION 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 and Issues in Teaching Science

CREDIT HOURS 3.0

DESCRIPTION Explores the current problems, trends, and curriculum issues related to teaching science in middle and secondary schools.

EDSC 8600 Science in the School Curriculum

CREDIT HOURS 3.0

DESCRIPTION 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 Advanced Research Seminar in Science Education

CREDIT HOURS 1.0 - 3.0

PREREQUISITES EDCI 9900 or consent of instructor

DESCRIPTION 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).

SCUL SCULPTURE

SCUL 6050 Sculpture

CREDIT HOURS 3.0

PREREQUISITES consent of the instructor

DESCRIPTION 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.

FEES $120.00

SCUL 6200 Wood Design

CREDIT HOURS 4.0

PREREQUISITES consent of instructor

DESCRIPTION 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 HOURS 4.0

PREREQUISITES consent of instructor

DESCRIPTION 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 Art

CREDIT HOURS 4.0

PREREQUISITES Consent of instructor

DESCRIPTION Exploration of the methods and theories involved in the production of installation art through the investigation of form and space and of their function in transforming environmental, architectural, or invented sites.

SCUL 6980 Directed Study

CREDIT HOURS 3.0 - 6.0

PREREQUISITES consent of the instructor

DESCRIPTION For students not majoring in Sculpture. Individual research. May be repeated for a maximum of twelve hours.

SCUL 8100 Directed Study Seminar

CREDIT HOURS 3.0

PREREQUISITES consent of instructor

DESCRIPTION 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 8400 Interdisciplinary Graduate Seminar

CREDIT HOURS 3.0 - 9.0

PREREQUISITES MFA status

DESCRIPTION For MFA students from all Art and Design majors. Readings, discussions, and engagement with advanced studio topics, led by studio faculty, to improve studio practice.

SCUL 8500 Studio Practice

CREDIT HOURS 3.0 - 9.0

PREREQUISITES SCUL 8000 with grade of C or higher

DESCRIPTION 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 HOURS 3.0

PREREQUISITES consent of the instructor and school director

DESCRIPTION Independent study. Contract outlining course content is required. May be repeated for a maximum of six credit hours.

SCUL 8999 Thesis Research

CREDIT HOURS 3.0 - 12.0

PREREQUISITES consent of thesis advisor

DESCRIPTION Preparation of thesis and graduate exhibition.

EDSS SOCIAL STUDIES EDUCATION

EDSS 6560 Principles of Social Studies Instruction

CREDIT HOURS 3.0

COREQUISITES EDCI 6600

DESCRIPTION Students examine instructional procedures, teaching strategies, technology, and evaluation procedures for middle and secondary school social studies.

EDSS 7540 Theory and Pedagogy of Social Studies Instruction

CREDIT HOURS 3.0

DESCRIPTION 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 Teaching History and the Social Sciences

CREDIT HOURS 3.0

DESCRIPTION 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 and Issues

CREDIT HOURS 3.0

DESCRIPTION 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 Learning, Curriculum and Instruction in Social Studies

CREDIT HOURS 3.0

DESCRIPTION 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 the School Social Studies Curriculum

CREDIT HOURS 1.0 - 3.0

DESCRIPTION Investigates selected topics related to the middle and/or secondary social studies curriculum. (Repeatable).

EDSS 8550 Trends and Issues of Teaching Social Studies

CREDIT HOURS 3.0

DESCRIPTION Examines current problems, trends, and curriculum issues related to teaching social studies in middle and secondary schools. (Repeatable).

SW 7100 Foundations of Community Partnerships

CREDIT HOURS 3.0

DESCRIPTION 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 Human Development Through the Life Course

CREDIT HOURS 3.0

DESCRIPTION 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 Community Research

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 Field Education I: Generalist Practice

CREDIT HOURS 5.0

DESCRIPTION 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 generalist practice 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

CREDIT HOURS 1.0

COREQUISITES SW 7500 Field Education I

DESCRIPTION This course provides 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 HOURS 3.0

DESCRIPTION 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 Community Foundation Integrative Seminar

CREDIT HOURS 2.0 - 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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: Generalist Practice

CREDIT HOURS 6.0

DESCRIPTION 15 lecture hours; 200 field hours. This course is a continuation of SW 7500.

SW 7950 Selected Topics in Social Work

CREDIT HOURS 1.0 - 6.0

DESCRIPTION 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 Seminar on Community Partnerships: Practice and Issues

CREDIT HOURS 2.0

DESCRIPTION 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 HOURS 1.0 - 15.0

DESCRIPTION Directed research in collaboration with a faculty member. For graduate assistants. Does not count towards degree requirements.

SW 7990 Directed Individual Study

CREDIT HOURS 1.0 - 6.0

REQUIREMENTS A social work faculty member must agree to supervise this study, and it must be approved by the school director

DESCRIPTION This course allows the student to extend his/her knowledge in a particular area through an independent study.

SW 8100 Skills and Techniques of Community Partnerships I

CREDIT HOURS 3.0

DESCRIPTION This is the first of two courses that focus on core skills, techniques 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 and Techniques of Community Partnerships II

CREDIT HOURS 3.0

DESCRIPTION This is the second of two courses that focus on core skills, strategies and techniques 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 and Management

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION This course addresses knowledge and skill development in group facilitation. Issues, principles, and challenges common to diverse groups (e.g., focus groups, work teams, committees, partnerships, coalitions) are explored. Students will be exposed to specific methods of group facilitation, such as team building, consensus planning, and strategic action planning, and to the facilitator's role in working with macro-focused groups.

SW 8315 Social Media Tools for Community Partnerships Practice

CREDIT HOURS 3.0

DESCRIPTION This course will focus on how to incorporate the use of social media in community partnerships practice. Students will examine both the theoretical framework for the use of social media by human service organizations and the application of social media to meet organizational mission through actual case studies. Organizational challenges in implementing social media will be addressed. Course will be an applied experience offering students' tools and techniques for integration in professional practice.

SW 8320 Grantwriting

CREDIT HOURS 3.0

DESCRIPTION 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 Contemporary Health Challenges

CREDIT HOURS 3.0

DESCRIPTION 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 and the Law

CREDIT HOURS 3.0

DESCRIPTION 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 Economics of Poverty and Public Policy

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 Behavioral Health: Practice, Policy, and Research

CREDIT HOURS 3.0

DESCRIPTION This course focuses on behavioral health problems as characterized by a state of mental or emotional challenges, diagnosed pathological disorders, and/or psychological distress that impact well-being. Emotions, behaviors, and biology are interrelated components that encompass well-being and ability to function. Behavioral health problems exact an enormous toll on individuals, families, communities, and the broader society. Becoming informed about behavioral health problems, prevention, intervention, policy, and research will enhance the students understanding of this complex social issue.

SW 8440 Global Social Work Practice, Policy, and Research

CREDIT HOURS 3.0

DESCRIPTION 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 Practice, Policy, and Research

CREDIT HOURS 3.0

DESCRIPTION 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, Policy, and Research

CREDIT HOURS 3.0

DESCRIPTION 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 Behavioral Health: Substance Abuse and Dependence

CREDIT HOURS 3.0

DESCRIPTION This course explores behavioral health problems that may be evident in the persistent use of a medication, non-medically indicated drug, or toxin indicating substance abuse, misuse, and/or dependence. Both substance abuse and dependence result in adverse social consequences that impact interpersonal relationships, families, work/school obligations, communities, and the broader society among all population groups. Students will learn about the classification of drugs and toxins, their impact on behavioral health and well-being, and the resulting consequences.

SW 8480 Disabilities Practice, Policy, and Research

CREDIT HOURS 3.0

DESCRIPTION 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, Policy, and Research

CREDIT HOURS 3.0

DESCRIPTION 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 explore 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 Field Education I: Community Partnerships

CREDIT HOURS 6.0

DESCRIPTION 18 lecture hours; 250 internship hours. SW 8500 and SW 8900 are designed as a continuum. This course provides a field education experience that enables the social work student to apply the knowledge, values, and skills of creating community partnerships. This experience incorporates a community-based field education practicum and field integrative seminars.

SW 8800 Community Project

CREDIT HOURS 3.0

DESCRIPTION This course is designed to have students synthesize, integrate and apply generalist practice and community partnerships knowledge and skills 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 Field Education II: Community Partnerships

CREDIT HOURS 6.0

DESCRIPTION 18 lecture hours; 250 internship hours. This course is a continuation of SW 8500 .

SOCI 6279 Metropolitan Atlanta

CREDIT HOURS 3.0

DESCRIPTION (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 HOURS 3.0

DESCRIPTION (Same as WGSS 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 HOURS 3.0

DESCRIPTION Recruitment, training, and practice in the legal professions. Analysis of the legal system as a process.

SOCI 7110 Aging Policy and Services

CREDIT HOURS 3.0

DESCRIPTION (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 HOURS 3.0

PREREQUISITES consent of Director of Graduate Studies

DESCRIPTION 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 Sociological Statistics

CREDIT HOURS 3.0

PREREQUISITES SOCI 8020 with grade of B or higher, or consent of instructor

DESCRIPTION Parametric and nonparametric statistical topics pertinent to sociological research.

SOCI 8020 Research Methodology

CREDIT HOURS 3.0

PREREQUISITES SOCI 3020 with grade of B or higher, or consent of instructor

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION (Same as WGSS 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 HOURS 3.0

DESCRIPTION (Same as GERO 8102.) Development of the key concepts and processes of life course theories, with application to issues such as: child development and socialization, adolescence, marriage and parenting, work and occupational careers, retirement, illness and institutionalization, and death and bereavement.

SOCI 8110 Social Psychology

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION (Same as 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.

SOCI 8118 Aging, Health, and Disability

CREDIT HOURS 3.0

DESCRIPTION (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 Social Policies

CREDIT HOURS 3.0

DESCRIPTION (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 HOURS 3.0

DESCRIPTION (Same as GERO 8122.) Death and dying; loss; and the cultural processes of grief, mourning, and bereavement.

SOCI 8124 Diversity and Aging

CREDIT HOURS 3.0

DESCRIPTION (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 socialization differences among older adults attributable to race, ethnicity, and/or minority status.

SOCI 8126 Health Disparities

CREDIT HOURS 3.0

DESCRIPTION Health disparities across gender, race-ethnicity, age, and socioeconomic status are systemic within the U.S. society. This course offers a comprehensive understanding of the issues and complexities involved in the emergence and persistence of these health disparities. It explores theories and research from multiple disciplines most prominently sociology, but also including public health, psychology, and biomedical fields.

SOCI 8130 Ties that Bind: Family, Intimacy, and Aging

CREDIT HOURS 3.0

DESCRIPTION (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 in Cross-Cultural Perspective

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION Pregnancy, birth, and parenting; fatherhood and motherhood in a social and historical context.

SOCI 8154 Children and Childhood

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 8160 Sociological Domestic Field School

CREDIT HOURS 3.0

PREREQUISITES GPA of 3.4 or higher and interview with instructor

DESCRIPTION This course examines current social issues that are of interest to the political leaders, policymakers, and/or community stakeholders in the City of Atlanta, the metropolitan region, and/or the State of Georgia. Students will gain practical experience in collecting social science data using one or more of the major sociological research methodologies and/or serving the local community working with various non-profit organizations and government agencies. This course is designed primarily for sociology graduate students, but other social science students are welcome.

SOCI 8201 Social Inequality

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION Social relationships in such areas as recruitment, statifications, training, career patterns, client-colleague relations, mobility, social control, and job satisfaction.

SOCI 8212 Race and Ethnic Relations

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION (Same as WGSS 8216.) Social construction of gender, gender-based stratification, and power dynamics.

SOCI 8218 Political Sociology

CREDIT HOURS 3.0

DESCRIPTION Sociological theories and methods to analyze power within social systems and the relations between state and society.

SOCI 8220 Social Movements

CREDIT HOURS 3.0

DESCRIPTION The causes, processes, and outcomes of social movements; including protest and other activities directed toward social change.

SOCI 8222 Deviance and Social Control

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION Recent developments in urban sociological research and theory.

SOCI 8232 Poverty and Wealth

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 8235 HIV/AIDS

CREDIT HOURS 3.0

DESCRIPTION AIDS has had an incredible impact on the world. In a time when infectious diseases have supposedly been conquered, a new virus, one with incredible stigma and other negative connotations attached, comes along and baffles the biomedical community. Further it has profoundly affected societal systems as diverse as sexual practices and the FDA drug approval process. Over twenty five years after AIDS was first announced we still do not have a handle on this epidemic. This course explores the social dimensions of HIV/AIDS in the U.S. and globally. We examine the social forces that impact and determine the course and experience of the epidemic as we also explore the impact the epidemic has had on communities and cultures worldwide. The course surveys 1) the social construction of the disease and its controversies; 2) the cultural aspects of AIDS; 3) the impact upon and response from particularly affected communities and social groups; 4) economic causes and consequences of AIDS; and 5) the politics of governmental, non-governmental and grassroots responses to the disease. There is no prerequisite for this course.

SOCI 8236 Race, Class, and Gender

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 Sociology

CREDIT HOURS 3.0

PREREQUISITES SOCI 8020 with grade of B or higher, or consent of instructor

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION Sociological approach to the study of education as an institution in urban settings.

SOCI 8900 Special Topics in Sociology

CREDIT HOURS 3.0

DESCRIPTION May be taken more than once if topics are different.

SOCI 8970 Directed Reading

CREDIT HOURS 1.0 - 3.0

DESCRIPTION Directed readings in special areas.

SOCI 8980 Sociology Internship

CREDIT HOURS 1.0 - 6.0

PREREQUISITES consent of the instructor

DESCRIPTION (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 HOURS 1.0 - 18.0

PREREQUISITES consent of graduate director

DESCRIPTION Apprenticeship in research for GRAs and GLAs under faculty supervision.

SOCI 8991 Teaching Practicum

CREDIT HOURS 1.0 - 18.0

PREREQUISITES consent of Director of Instruction

DESCRIPTION Apprenticeship in teaching for GTAs under faculty supervision.

SOCI 8998 Thesis Proposal

CREDIT HOURS 1.0 - 18.0

DESCRIPTION

SOCI 8999 Thesis Research

CREDIT HOURS 1.0 - 18.0

DESCRIPTION

SOCI 9000 Teaching Sociology

CREDIT HOURS 3.0

PREREQUISITES (1) Membership and good standing in Sociology graduate program

DESCRIPTION This seminar focuses on pedagogical issues and techniques of teaching sociology at the college and university levels. (2) For Doctoral-level students, a Masters degree in sociology or 18 credit hours in graduate Sociology coursework. (3) For Masters-level students, completion of MA-level Sociology coursework. (4) Permission of instructor.

SOCI 9001 Teaching Internship

CREDIT HOURS 3.0

PREREQUISITES SOCI 9000 with grade of B or higher

DESCRIPTION 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 HOURS 3.0

PREREQUISITES SOCI 8000, SOCI 8010, SOCI 8020, SOCI 8030, SOCI 8998, and SOCI 8999 , or equivalents, and consent of instructor

DESCRIPTION This seminar provides instruction in applied writing techniques for publication in sociological journals.

SOCI 9010 Multivariate Sociological Data Analysis

CREDIT HOURS 4.0

PREREQUISITES SOCI 8010 with grade of B or higher

DESCRIPTION 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 HOURS 3.0

PREREQUISITES SOCI 8020 with grade of B or higher, or consent of instructor

DESCRIPTION Intensive examination of design, sampling, and measurement problems in social research.

SOCI 9030 Sociological Theory II

CREDIT HOURS 3.0

PREREQUISITES SOCI 8030 with grade of B or higher, or its equivalent

DESCRIPTION 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 Special Topics in Social Research Methods

CREDIT HOURS 3.0

PREREQUISITES SOCI 9030 with grade of B or higher

DESCRIPTION Special topics in advanced sociological research methods.

SOCI 9230 Sociology of Health & Illness

CREDIT HOURS 3.0

DESCRIPTION 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 Readings for Qualifying Examinations

CREDIT HOURS 1.0 - 18.0

PREREQUISITES consent of Graduate Director

DESCRIPTION Intensive reading on specific topics in preparation for the qualifying examinations under faculty supervision.

SOCI 9998 Dissertation Proposal

CREDIT HOURS 1.0 - 18.0

DESCRIPTION

SOCI 9999 Dissertation Research

CREDIT HOURS 1.0 - 18.0

DESCRIPTION

SPAN 6135 Introduction to the Theory and Practice of Translation

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 Spanish for International Business I

CREDIT HOURS 3.0

DESCRIPTION Business vocabulary and correspondence. Protocol of business environment. Reading and analysis of commercial texts.

SPAN 6607 Spanish for International Business II

CREDIT HOURS 3.0

PREREQUISITES SPAN 6605 or consent of the instructor

DESCRIPTION Readings in the foreign language of current materials related to business and trade structures, issues, and procedures.

SPAN 6990 Independent Study – Special Topics

CREDIT HOURS 1.0 - 4.0

PREREQUISITES Consent of the instructor

DESCRIPTION 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 Introduction to the Theory and Practice of Translation

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION Business, economics, and banking.

SPAN 7145 Specialized Translation II

CREDIT HOURS 3.0

DESCRIPTION Legal, medical, natural sciences, media, and other.

SPAN 7146 Workshop on the Translation of Special Topics

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION The protocol and procedures of the medical interpreter. Practice with medical texts and develop medical glossaries.

SPAN 7154 Interpretation II

CREDIT HOURS 3.0

DESCRIPTION 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 and Municipal Court Interpretation

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 1.0 - 6.0

PREREQUISITES consent of instructor

DESCRIPTION Directed work in special projects; field experience; internships. May be repeated up to six hours.

SPAN 8103 Problems in Teaching Spanish Grammar

CREDIT HOURS 3.0

DESCRIPTION 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 a Foreign Language Classroom: From Theory to Practice

CREDIT HOURS 3.0

DESCRIPTION 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 in a Foreign Language Classroom: From Theory to Practice

CREDIT HOURS 3.0

DESCRIPTION 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 8601 Spanish Linguistics

CREDIT HOURS 3.0

DESCRIPTION Spanish Linguistics. Study of all areas of Spanish linguistics: phonetics, phonology, morphology, syntax, historical linguistics, and dialectology.

SPAN 8603 Cultural Studies

CREDIT HOURS 3.0

DESCRIPTION Study of particular aspects or periods of Spanish, Latin American, and other Spanish speaking communities. May be repeated if topics vary.

SPAN 8710 Special Topics in Spanish Applied Linguistics

CREDIT HOURS 3.0

DESCRIPTION May be repeated for credit if topic varies.

SPAN 8800 History of the Spanish Language

CREDIT HOURS 3.0

DESCRIPTION The phonological and morphological evolution of Spanish from Vulgar Latin to standard modern Spanish. Several old Spanish texts will be examined.

SPAN 8805 Medieval Spanish Literature

CREDIT HOURS 3.0

DESCRIPTION Evolution of Spanish literature from the "jarcha" through La Celestina.

SPAN 8810 Topics in Golden Age Literature

CREDIT HOURS 3.0

DESCRIPTION Study of particular aspects or periods of Golden Age Literature. May be repeated if topics vary.

SPAN 8830 Generation of ’98

CREDIT HOURS 3.0

DESCRIPTION Early twentieth-century Spanish literature with emphasis on the works of Unamuno, Machado, Baroja, Azorin, and Ortega y Gasset.

SPAN 8835 Contemporary Spanish Literature

CREDIT HOURS 3.0

DESCRIPTION Study of particular aspects of Contemporary Spanish Literature. May be repeated if topics vary.

SPAN 8840 Trauma, Memory, and Artistic Representation: State Terror in Argentina (1976-83)

CREDIT HOURS 3.0

DESCRIPTION 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 Literature and Cultures

CREDIT HOURS 3.0

DESCRIPTION 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 Latin-American Literature from the Conquest to the 1900s

CREDIT HOURS 3.0

DESCRIPTION A survey of Colonial literature from the first chronicles of Colon and Cortes to the 1900s.

SPAN 8850 The Traditional Latin American Novel

CREDIT HOURS 3.0

DESCRIPTION (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 The Latin American “Boom” Novel

CREDIT HOURS 3.0

DESCRIPTION (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 The Contemporary Latin American Novel

CREDIT HOURS 3.0

DESCRIPTION (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 American Short Story

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION Study of particular aspects and periods of Latin American Poetry. May be repeated if topics vary.

SPAN 8875 Women Writers

CREDIT HOURS 3.0

DESCRIPTION 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 Special Topics in Spanish Literature

CREDIT HOURS 3.0

DESCRIPTION May be repeated for credit if topics vary.

SPAN 8885 Special Topics in Latin American Literature and/or Culture

CREDIT HOURS 3.0

DESCRIPTION May be repeated for credit if topics vary.

SPAN 8890 Contemporary Mexican Fiction

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 1.0 - 21.0

DESCRIPTION Independent Research for credit.

SPAN 8999 Thesis Research

CREDIT HOURS 1.0 - 9.0

DESCRIPTION

STAT 8050 Statistics for Bioinformatics

CREDIT HOURS 3.0

PREREQUISITES MATH 4544/6544 or BIOL 4744/6744, or its equivalent

DESCRIPTION (Same as BIOL 8050 and CSC 8050.) Three lecture hours per week. Introduction of computational biology and microarray informatics, gene expression analysis using microarray for transcriptional profiling, use of multivariate statistics and computer algorithms for different clustering techniques, important role of statistical packages, algorithms for calculating statistical quantities, and statistical research in the area.

STAT 8090 Applied Multivariate Statistics

CREDIT HOURS 3.0

PREREQUISITES consent of the instructor

DESCRIPTION Matrix algebra, Multivariate normal distributions, discriminant analysis, canonical correlations, and Multivariate analysis of variance.

STAT 8310 Bayesian Data Analysis

CREDIT HOURS 3.0

PREREQUISITES MATH 4752/6752 (Mathematical Statistics II) or equivalent, or programming

DESCRIPTION This course will cover the topics in the theory and practice of Bayesian statistical inference, ranging from a review of fundamentals to questions of current research interest. Motivation for the Bayesian approach. Bayesian computation, Monte Carlo methods, asymptotics. Model checking and comparison. A selection of examples and issues in modeling and data analysis. Discussion of advantages and difficulties of the Bayesian approach. This course will be computationally intensive through analysis of data sets using the R statistical computing language.

STAT 8320 Advanced Methodologies in Bioinformatics

CREDIT HOURS 3.0

PREREQUISITES MATH 4752/6752 or equivalent

DESCRIPTION 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 HOURS 3.0

PREREQUISITES MATH 4752/6752

DESCRIPTION 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 Advanced Methodologies in Biostatistics

CREDIT HOURS 3.0

PREREQUISITES MATH 6752

DESCRIPTION Topics included are clinical trials, longitudinal data analysis, Bayesian method, and diagnosis.

STAT 8550 Applied functional data analysis

CREDIT HOURS 3.0

PREREQUISITES MATH 4752 or MATH 6752

DESCRIPTION Functional data arises in many scientific areas. With an increasing number of cases, the collected data are curves or functions. This course introduces basic concepts and methods of functional data analysis. Topics include: functional data representation, smoothing methods, exploration of functional data, registration of functional data, functional principal component analysis, canonical correlation and discriminant analysis, functional linear models.

STAT 8561 Linear Statistical Analysis I

CREDIT HOURS 3.0

PREREQUISITES MATH 4751/MATH 6751 and MATH 4752/MATH 6752

DESCRIPTION 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 HOURS 3.0

PREREQUISITES MATH 4752/6752

DESCRIPTION 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 HOURS 3.0

PREREQUISITES MATH 4662 or MATH 6662

DESCRIPTION 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 HOURS 3.0

PREREQUISITES STAT 8581

DESCRIPTION Classical and modern statistics, probability, decision theory, estimation theory, testing hypotheses, confidence intervals, large sample theory, and sequential analysis.

STAT 8600 Probability Theory

CREDIT HOURS 3.0

PREREQUISITES MATH 4752/6752

DESCRIPTION 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 HOURS 3.0

PREREQUISITES MATH 4752/6752

DESCRIPTION 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 HOURS 3.0

PREREQUISITES MATH 4752/6752

DESCRIPTION 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 8670 Computational Methods in Statistics

CREDIT HOURS 3.0

PREREQUISITES MATH 4752/6752, and the ability to program in a high-level language

DESCRIPTION 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 HOURS 3.0

PREREQUISITES MATH 6752 with grade of C or higher

DESCRIPTION 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 HOURS 3.0

PREREQUISITES MATH 4544, MATH 6544, or equivalent

DESCRIPTION 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 HOURS 3.0

PREREQUISITES MATH 4752/6752

DESCRIPTION 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 HOURS 3.0

DESCRIPTION May be repeated for credit if topics vary.

STAT 8691 Graduate Research in Statistics

CREDIT HOURS 1.0 - 15.0

DESCRIPTION May be repeated for credit.

STAT 8692 Graduate Laboratory in Statistics

CREDIT HOURS 1.0 - 15.0

DESCRIPTION May be repeated for credit.

STAT 8693 Statistical Internship

CREDIT HOURS 1.0 - 3.0

PREREQUISITES Consent of instructor

DESCRIPTION This course involves supervised, off-campus experience in a field in which statistical science plays an important role.

STAT 8694 Topics in Biostatistics

CREDIT HOURS 3.0

PREREQUISITES Consent of instructor

DESCRIPTION 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 HOURS 3.0

PREREQUISITES MATH 4752 or MATH 6752

DESCRIPTION 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 HOURS 3.0

PREREQUISITES MATH 4752/6752

DESCRIPTION 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 HOURS 1.0

PREREQUISITES graduate students who have taken at least one-year courses in statistics

DESCRIPTION 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 HOURS 1.0

PREREQUISITES STAT 8800 or instructor's approval

DESCRIPTION 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 HOURS 3.0

PREREQUISITES consent of instructor and chair of department

DESCRIPTION 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 HOURS 1.0

DESCRIPTION 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 Statistics

CREDIT HOURS 1.0 - 15.0

PREREQUISITES consent of the instructor

DESCRIPTION

STAT 8999 Thesis Research

CREDIT HOURS 1.0 - 18.0

PREREQUISITES thesis option

DESCRIPTION

STAT 9999 Dissertation Research

CREDIT HOURS 1.0 - 18.0

PREREQUISITES consent of instructor

DESCRIPTION octoral Dissertation Research.

TX 8020 Advanced Federal Taxation

CREDIT HOURS 3.0

PREREQUISITES ACCT 4510 or ACCT 8040, with a minimum grade of C-

REQUIREMENTS CSP: 1, 2, 6, 7

DESCRIPTION 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 HOURS 3.0

PREREQUISITES ACCTt 4510, with minimum grade of C-

REQUIREMENTS CSP: 1, 2, 6, 7

DESCRIPTION This course is a study of tax law sources, tax research methodology, and research documentation. Students locate relevant tax law provisions using e-resources (Recommended that this course be taken after TX 8020)

TX 8040 Tax Practice and Procedures

CREDIT HOURS 3.0

PREREQUISITES TX 8020

REQUIREMENTS CSP: 1, 2, 6, 7

DESCRIPTION Prerequisite or Co-requisite:TX 8030. 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 Taxation of Partnerships and Partners

CREDIT HOURS 3.0

PREREQUISITES TX 8020

COREQUISITES TX 8030

REQUIREMENTS CSP: 1, 2, 6, 7

DESCRIPTION This course is a study of tax law relating to partnerships and partners.

TX 8100 Taxation of Property and Securities Transactions

CREDIT HOURS 3.0

PREREQUISITES TX 8020and TX 8030

DESCRIPTION Requirements: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 Taxation of Corporations and Shareholders

CREDIT HOURS 3.0

PREREQUISITES TX 8020

COREQUISITES TX 8030

REQUIREMENTS CSP: 1, 2, 6, 7

DESCRIPTION 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 Aspects of Corporate Reorganizations and Liquidations

CREDIT HOURS 3.0

PREREQUISITES TX 8020 and TGX 8030

COREQUISITES TX 8120

REQUIREMENTS CSP: 1, 2, 6, 7

DESCRIPTION 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 8180 Current Topics in Taxation

CREDIT HOURS 3.0

PREREQUISITES TX 8020 and TX 8030

REQUIREMENTS CSP: 1, 2, 6, 7

DESCRIPTION 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 8220 Estate/Gift Taxation and Estate Planning

CREDIT HOURS 3.0

PREREQUISITES TX 8020

COREQUISITES TX 8030

REQUIREMENTS CSP: 1, 2, 6, 7

DESCRIPTION This course is a study of federal estate and gift tax laws involved in intervivos and testamentary transfers of proper- ty. Additionally, the course focuses on estate planning techniques.

TX 8270 State and Local Taxation

CREDIT HOURS 3.0

PREREQUISITES TX 8020

COREQUISITES TX 8030

REQUIREMENTS CSP: 1, 2, 6, 7

DESCRIPTION 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 International Aspects of Taxation

CREDIT HOURS 3.0

PREREQUISITES TX 8020

COREQUISITES TX 8030

REQUIREMENTS CSP: 1, 2, 6, 7

DESCRIPTION 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 Accounting for Income Taxes

CREDIT HOURS 3.0

PREREQUISITES TX 8020

COREQUISITES TX 8030

REQUIREMENTS CSP: 1, 2, 6, 7

DESCRIPTION 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 Directed Readings in Taxation

CREDIT HOURS 1.0 - 3.0

PREREQUISITES TX 8020 and TX 8030 and consent of instructor, good academic standing

REQUIREMENTS CSP: 1,2,6,7

DESCRIPTION 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 Advanced Case Studies in Taxation

CREDIT HOURS 3.0

PREREQUISITES 3.0 or higher GPA and B grade or higher in ACCT 4510; or consent of instructor

REQUIREMENTS CSP: None

DESCRIPTION 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 in Taxation

CREDIT HOURS 3.0

PREREQUISITES TX 8020 with minimum grade of B; consent of instructor

REQUIREMENTS CSP: 1, 2, 6, 7, 8

DESCRIPTION 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 Taxation

CREDIT HOURS 3.0

PREREQUISITES None

REQUIREMENTS CSP: 1, 2, 6

DESCRIPTION This course emphasizes identification of tax issues, analysis of court decisions, and planning techniques to reduce tax liability.

TSLE 7250 Applied Linguistics for the Bilingual/English as a Second Language Teacher

CREDIT HOURS 3.0

DESCRIPTION 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 7250 can be cross-listed with TSLE 4250 .

TSLE 7260 Cultural Issues for the Bilingual/English as a Second Language Teacher

CREDIT HOURS 3.0

DESCRIPTION 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 7260 can be cross-listed with TSLE 4260.

TSLE 7440 Methods and Materials for the Bilingual/English as a Second Language Teacher

CREDIT HOURS 3.0

DESCRIPTION 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. TSLE 7440 can be cross-listed with TSLE 4440.

TEXT 6050 Textiles

CREDIT HOURS 3.0

DESCRIPTION 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 HOURS 3.0

DESCRIPTION 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 HOURS 3.0 - 6.0

PREREQUISITES consent of the instructor

DESCRIPTION For students not majoring in Textiles. Individual research. May be repeated for a maximum of twelve hours.

TEXT 8000 Advanced Studio Problems

CREDIT HOURS 3.0

DESCRIPTION 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 8400 Interdisciplinary Graduate Seminar

CREDIT HOURS 3.0 - 9.0

PREREQUISITES MFA status

DESCRIPTION For MFA students from all Art and Design majors. Readings, discussions, and engagement with advanced studio topics, led by studio faculty, to improve studio practice.

TEXT 8500 Studio Practice

CREDIT HOURS 6.0

PREREQUISITES consent of instructor

DESCRIPTION For the M.F.A. Textiles major. Individual projects in surface design or structure, studio organization, conceptual development in a studio setting. May be repeated for a maximum of 24 credit hours.

TEXT 8930 Internship in Textiles

CREDIT HOURS 3.0

PREREQUISITES consent of the instructor

DESCRIPTION Supervised field research experiences in appropriate professional environments. May be repeated for a maximum of six credit hours.

TEXT 8980 Special Problems

CREDIT HOURS 3.0

PREREQUISITES consent of the instructor and School director

DESCRIPTION Independent study. Contract outlining course content is required. May be repeated for a maximum of six credit hours.

TEXT 8999 Thesis Research

CREDIT HOURS 3.0 - 12.0

PREREQUISITES consent of thesis advisor

DESCRIPTION Research and preparation of thesis and graduate exhibition.

WGSS 6040 Gender/Race/Class in Complex Societies

CREDIT HOURS 3.0

DESCRIPTION (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.

WGSS 6052 Africana Women and Socio Political Change

CREDIT HOURS 3.0

DESCRIPTION An examination of gender and power relationships in the Africana World. Crosslisted as AAS 6052.

WGSS 6210 Gender and Power in Ethnographic Perspective

CREDIT HOURS 3.0

DESCRIPTION (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.

WGSS 6240 Sexuality and Gender in Asia

CREDIT HOURS 3.0

DESCRIPTION (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.

WGSS 6310 Girls

CREDIT HOURS 3.0

DESCRIPTION (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.

WGSS 6370 Women and Religion

CREDIT HOURS 3.0

DESCRIPTION (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.

WGSS 6470 Visual Culture

CREDIT HOURS 4.0

DESCRIPTION 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.

WGSS 6510 Feminist Political Theory

CREDIT HOURS 3.0

DESCRIPTION (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.

WGSS 6580 Thinking the Body

CREDIT HOURS 3.0

DESCRIPTION Crosslisted with WGSS 4580. This course considers different threads of feminist and social body theory as they consider the idealization and representation of the body, the input of biopolitical and scientifico-medical discourses on notions of the body, and interrogate the perceived materiality of the body. The course also addresses interventions in normalizing body discourses, specifically in genres of performance art, memoir, and personal essay.

WGSS 6590 Cultural Studies of Gender

CREDIT HOURS 3.0

DESCRIPTION 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.

WGSS 6620 Psychology of Women

CREDIT HOURS 3.0

DESCRIPTION (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.

WGSS 6720 Feminist Issues in Contemporary Art

CREDIT HOURS 3.0

DESCRIPTION Crosslisted with AH 4720, AH 6720, and WGSS 4720 Emphasis on feminist analyses of contemporary art and visual culture.

WGSS 6740 Women Artists

CREDIT HOURS 3.0

DESCRIPTION (Same as AH 6750). A survey of women artists from prehistory to the present.

WGSS 6750 Black Feminist Thought

CREDIT HOURS 3.0

DESCRIPTION (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.

WGSS 6760 Activism: History and Theory

CREDIT HOURS 3.0

DESCRIPTION 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.

WGSS 6770 Gender and Sexuality in the African Diaspora

CREDIT HOURS 3.0

PREREQUISITES WGSS 2010 with a grade of C or better

DESCRIPTION This course thinks about the kinds of conceptual tools: questions, methods, theories, histories, geographies, time periods, and social/cultural movements needed in order to understand the dynamic and shifting terrain of gender and sexuality in the African Diaspora. Colonialism, slavery, social movements as well as transnational circuits of music, self-expression, desire and consumption/production will frame our approach to theorizing gender and sexuality in the actual and imagined spaces of the African Diaspora. Crosslisted with WGSS 4770.

WGSS 6780 African-American Lesbian and Gay Activism

CREDIT HOURS 3.0

DESCRIPTION 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.

WGSS 6790 Womanism

CREDIT HOURS 3.0

DESCRIPTION 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.

WGSS 6810 Feminism and Foucault

CREDIT HOURS 3.0

DESCRIPTION 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.

WGSS 6820 Feminism and Queer Theory

CREDIT HOURS 3.0

DESCRIPTION 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.

WGSS 6830 Class Matters

CREDIT HOURS 3.0

DESCRIPTION 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.

WGSS 6840 Arab and Islamic Feminisms

CREDIT HOURS 3.0

DESCRIPTION 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.

WGSS 6842 Sexuality and Nationalism

CREDIT HOURS 3.0

DESCRIPTION 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.

WGSS 6844 Youth and Sexualities

CREDIT HOURS 3.0

DESCRIPTION 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.

WGSS 6846 Gender, War, and Militarism in/and the Middle East

CREDIT HOURS 3.0

DESCRIPTION Crosslisted with WGSS 4846. This course explores the interrelationships of war and militarism with gender and sexuality, with a focus on the geopolitical context of the Middle East. Students will engage with a variety of feminist and queer perspectives and disciplinary and interdisciplinary methodologies, including history, anthropology, literature, international relations, and cultural studies.

WGSS 6860 Feminist Philosophy

CREDIT HOURS 3.0

DESCRIPTION (Same as PHIL 6870). Classical and contemporary issues concerning women, such as discrimination on the basis of gender, class, race, or sexuality, whether gender is natural or constructed, and historical roots of feminist and anti-feminist perspectives.

WGSS 6910 Special Topics

CREDIT HOURS 3.0

DESCRIPTION Intensive treatment of specified topics in women's studies. May be repeated for credit if topic varies.

WGSS 8001 Feminist Theories

CREDIT HOURS 3.0

DESCRIPTION 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.

WGSS 8002 Globalization and Gender

CREDIT HOURS 3.0

DESCRIPTION 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.

WGSS 8003 New Directions in Feminism

CREDIT HOURS 3.0

DESCRIPTION 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.

WGSS 8004 Feminist Methodologies

CREDIT HOURS 3.0

DESCRIPTION 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.

WGSS 8005 Proseminar in Women's, Gender, and Sexuality Studies

CREDIT HOURS 1.0 OR 2.0

DESCRIPTION Introduction to discipline-specific research skills and socialization experiences in women's, gender, and sexuality studies. Required for all first-year WGSS 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.

WGSS 8006 Feminist Pedagogy

CREDIT HOURS 3.0

DESCRIPTION Introduction to both theoretical and practical components of feminist pedagogy. The phrase feminist pedagogy refers to pedagogical practices that work to be anti-oppressive and liberatory. It develops within a tradition of critical pedagogy, which involves both a critique of the university as a place that acts as a gatekeeper for class privilege and appropriate subject-formation as well as a vision of the university where we can contest power relations and imagine new possibilities for expanding the intelligible. In other words, feminist pedagogy imagines the classroom as a space to encourage deep exploration of social problems in order to critically evaluate and explore social justice frameworks. In the class, students will utilize these theoretical frameworks in order to develop their own specific goals and evaluate specific teaching strategies for use in their own classrooms.

WGSS 8010 Affect and Cultural Politics

CREDIT HOURS 3.0

DESCRIPTION This course evaluates how interdisciplinary conceptualizations of affect inform analysis of contemporary theoretical, cultural, social, and political problems and issues. Objects of analysis include mass and popular culture, literature, visual art and aesthetics, scenes of activism, the body, modernity, neoliberalism and globalization.

WGSS 8075 Feminist Literary Theory

CREDIT HOURS 3.0

DESCRIPTION (Same as ENGL 8075.) Survey of contemporary ideas, issues, and concepts in feminist literary theory.

WGSS 8101 Family Sociology

CREDIT HOURS 3.0

DESCRIPTION (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.

WGSS 8152 Birth and Parenthood

CREDIT HOURS 3.0

DESCRIPTION (Same as SOCI 8152.) Pregnancy, birth, and parenting; fatherhood and motherhood in a social and historical context.

WGSS 8156 Sexuality and Society

CREDIT HOURS 3.0

DESCRIPTION (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.

WGSS 8216 Gender and Society

CREDIT HOURS 3.0

DESCRIPTION (Same as SOCI 8216.) Social construction of gender, gender-based stratification, and power dynamics.

WGSS 8300 Feminist Media Studies

CREDIT HOURS 3.0

DESCRIPTION (Same as COMM 8000). 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.

WGSS 8500 Activism Practicum

CREDIT HOURS 5.0

COREQUISITES WSt 8510

DESCRIPTION Supervised, field-based work in a social-change oriented organizational setting.

WGSS 8510 Activism Proseminar

CREDIT HOURS 1.0

COREQUISITES WSt 8500

DESCRIPTION Provides an arena for discussion of relevant scholarship and issues, presentations, and evaluation of practicum experience.

WGSS 8750 Seminar in Feminist Philosophy

CREDIT HOURS 3.0

DESCRIPTION (Same as PHIL 8870.) Selected topics in feminist philosophy. May be repeated if topic varies.

WGSS 8810 Seminar in the History of Gender

CREDIT HOURS 4.0

DESCRIPTION (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.

WGSS 8920 Special Topics in Women's Studies

CREDIT HOURS 3.0 - 4.0

DESCRIPTION Critical analysis of a selected topic in Women's Studies. May be repeated if topic varies.

WGSS 8921 Special Topics in Sexuality Studies

CREDIT HOURS 3.0

DESCRIPTION Intensive study of specified topics in sexuality studies. May be repeated if topic varies.

WGSS 8930 Directed Readings

CREDIT HOURS 1.0 - 3.0

DESCRIPTION

WGSS 8990 Directed Research

CREDIT HOURS 3.0 - 9.0

PREREQUISITES consent of institute director

DESCRIPTION Not applicable to degree requirements. May be repeated as necessary.

WGSS 8999 Thesis Research

CREDIT HOURS 1.0 - 9.0

DESCRIPTION

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 provided.

The University System of Georgia

The University System of Georgia includes all state-operated institutions of higher education in Georgia: four research universities, four comprehensive universities, nine state universities, and 12 state colleges. These 29 public institutions are located throughout the state.

A 19-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 fourteen 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

Additional information about the Board of Regents of the University System of Georgia, including a listing of Regents, senior staff and system institutions can be found at www.usg.edu.

Georgia State University Administration

Mark P. Becker, Ph.D., President

Risa I. Palm, Ph.D., Senior Vice President for Academic Affairs & Provost

Jerry J. Rackliffe, J.D., Senior Vice President for Finance and Administration

Douglass F. Covey, Ph.D., Vice President for Student Affairs

Donald A. Hale, B.S., Vice President for Public Relations and Marketing Communications

Walter T. Massey, Jr., B.S., Vice President for Development

Timothy M. Renick, Ph.D., Vice President for Enrollment Management and Student Success & Vice Provost

James A. Weyhenmeyer, Ph.D., Vice President for Research and Economic Development

Paul A. Alberto, Ph.D., Dean, College of Education

Larry S. Berman, Ph.D., Dean, Honors College

Michael P. Eriksen, Ph.D., Dean, School of Public Health

Wendy F. Hensel, J.D., Interim Dean, College of Law

Nancy P. Kropf, Ph.D., Dean, Byrdine F. Lewis School of Nursing and Health Professions

Peter Lyons, Ph.D., Dean, Perimeter College & Vice Provost

Richard D. Phillips, Ph.D., Dean, J. Mack Robinson College of Business

Sara T. Rosen, Ph.D., Dean, College of Arts and Sciences

Jeff A. Steely, M.L.I.S., Dean, Libraries

Mary Beth Walker, Ph.D., Dean, Andrew Young School of Policy Studies

Wade Weast, Ph.D., Dean, College of the Arts

Lisa P. Armistead, Ph.D., Associate Provost for Graduate Programs

Michael Galchinsky, Ph.D., Associate Provost for Institutional Effectiveness

Kavita K. Pandit, Ph.D., Associate Provost for Faculty Affairs

Wolfgang Schlor, Ph.D., Associate Provost for International Initiatives

Kerry L. Heyward, J.D., University Attorney

Chip Hill, M.A., Assistant Provost for Administrative Operations

Brenda J. Chapman, Ph.D., Associate Vice President for Research Integrity

Darryl B. Holloman, Ph.D, Associate Vice President for Student Affairs & Dean of Students

Elizabeth R. Jones, Ph.D., Associate Vice President for Finance

Christina Million, M.S., Associate Vice President, Alumni Association

Dale J. Palmer, B.A., Associate Vice President for Finance and Operations, GSU Foundation

Joseph Spillane, M.S., Associate Vice President & Chief of Police

Ramesh Vakamudi, M.A., Associate Vice President for Facilities

Michael J. Worley, M.A., Associate Vice President for Central Development

Scott M. Burke, M.Ed., Assistant Vice President for Undergraduate Admissions

Allison Calhoun-Brown, Ph.D., Assistant Vice President for Student Retention

Linda J. Nelson, M.S., Assistant Vice President for Opportunity Development and Diversity Education Planning & Assistant Vice President for Human Resources

Bruce R. Spratt, B.S., C.P.A., Assistant Vice President for Finance & Comptroller

Andrea J. Thornton, B.S., Assistant Vice President for Communications

Charles G. Cobb, M.S.A., Director of Intercollegiate Athletics

Carol O. Cohen, M.S.Ed., Director of the University Advisement Center

Jill S. Lee-Barber, Ph.D., Director of Psychological and Health Services

Louis B. Scott, B.S., Director of Student Financial Aid

Faculty

Andrew Young School of Policy Studies Faculty

Azuri, Maria Soledad, M.S. (Columbia University in the City of New York), Visiting Instructor of Social Work

Bahl, Roy W., Jr., Ph.D. (University of Kentucky), Dean and Regents' Professor Emeritus of Economics

Banzhaf, H. Spencer, Ph.D. (Duke University), Professor of Economics

Beck, Elizabeth L., Ph.D. (University of Pittsburgh), Professor of Social Work

Blackwell, Brenda Sims, Ph.D. (University of Oklahoma), Associate Professor of Criminal Justice and Criminology

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 and Criminology

Brooks, Fred P., III, Ph.D. (University of Georgia), Associate Professor of Social Work

Camp, Damon Davis, Ph.D. (Claremont Graduate University), Associate Professor Emeritus of Criminal Justice and Criminology

Capers, K. Juree, Ph.D. (Texas A&M University), Assistant Professor of Public Management and Policy

Collins, Sue Carter, Ph.D. (Florida State University), Associate Professor of Criminal Justice and Criminology

Courtemanche, Charles, Ph.D. (Washington University in St. Louis), Assistant Professor of Economics

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

Cunningham, Christopher R., Ph.D. (Syracuse University), Adjunct Associate Professor of Economics

Cyan, Musharraf Rasool, Ph.D. (Georgia State University), Visiting Research Assistant Professor of Economics

Dabney, Dean A., Ph.D. (University of Florida), Interim Chair and Associate Professor of Criminal Justice and Criminology

Daigle, Leah, Ph.D. (University of Cincinnati), Associate Professor of Criminal Justice and Criminology

Dear, Renanda Wood, M.S.W. (University of Georgia), Senior Academic Professional of Social Work

Esnard, Ann-Margaret, Ph.D. (University of Massachusetts at Amherst), Professor of Public Management and Policy

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 and Criminology

Forge, Nicholas, Ph.D. (Fordham University, New York City), Clinical Assistant Professor of Social Work

Friedmann, Robert R., Ph.D. (University of Minnesota), Professor Emeritus of Criminal Justice and Criminology and Director of the Georgia International Law Enforcement Exchange (GILEE) Program

Frost, Shelby, Ph.D. (University of Colorado, Boulder), Clinical Associate Professor of Economics

Gibson, John David, Ph.D. (Florida State University), Assistant Professor of Economics

Glass, Amy, Ph.D. (Brandeis University), Visiting Academic Professional of Social Work

Gurmu, Shiferaw, Ph.D. (Indiana University), Professor of Economics

Hacker, Joseph F., Ph.D. (University of Pennsylvania), Clinical Assistant Professor of Public Management and Policy and Director of the Undergraduate Program

Hansen, Carol D., Ph.D. (University of North Carolina, Chapel Hill), Associate Professor Emerita of Public Management and Policy and Member of the W. T. Beebe Institute of Personnel and Employment Relations

Hartinger-Saunders, Robin, Ph.D. (The State University of New York at Buffalo), Assistant Professor of Social Work

Heaghney, Jr., Kenneth, Ph.D. (Rice University), Research Professor of Economics

Hildreth, W. Bartley, Ph.D. (University of Georgia), Professor of Public Management and Policy

Hinkle, Joshua, Ph.D. (University of Maryland), Assistant Professor of Criminal Justice and Criminology

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

Ivery, Jan, Ph.D. (Virginia Commonwealth University), Associate Professor of Social Work

Jacques, Scott Thomas, Ph.D. (University of Missouri, St. Louis), Assistant Professor of Criminal Justice and Criminology

Johnson, Cyntoria, J.D. (Florida Coastal School of Law), Clinical Instructor of Criminal Justice and Criminology

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), Associate Professor of Public Management and Policy

Klausner, Debra, M.S.W. (University of Georgia), Visiting Clinical Instructor of Social Work

Kropf, Nancy P., Ph.D. (Virginia Commonwealth University), Associate Dean of the Andrew Young School of Policy Studies and Professor 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), Chair and Professor of Public Management and 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

Luger, Richard P., Ph.D. (Universite de Montreal), Associate Professor of Risk Management Insurance and Economics

Lyons, Peter, Ph.D. (The State University of New York at Buffalo), Professor of Social Work and Associate Provost for Institutional Effectiveness

Mangum, Kyle Douglas, Ph.D. (Duke University), Assistant Professor of Economics

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 Center for Public Policy

Marton, James, Ph.D. (Washington University), Associate Professor of Economics

McEntire, Ranee Joy, Ph.D. (Florida State University), Visiting Instructor of Criminal Justice and Criminology

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 Professor of Economics

Newman, Harvey K., Ph.D. (Emory University), Professor Emeritus of Public Management and Policy

Nguimkeu, Nguedia Pierre, Ph.D. (Simon Fraser University), Assistant Professor of Economics

Nigro, Lloyd G., Ph.D. (University of Southern California), Professor Emeritus of Public Management and Policy

Noonan, Douglas S., Ph.D. (The University of Chicago), Adjunct Associate Professor of Economics

O, Grace, Ph.D. (University of Kansas), Clinical Assistant Professor of Economics

Ohmer, Mary, Ph.D. (University of Pittsburgh), Associate Professor of Social Work

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