



# GRADUATE CATALOG

## 2018-2020



## **Equal Employment Opportunity and Affirmative Action Statement**

Clark Atlanta University is an equal opportunity/affirmative action employer. The University provides equal employment opportunities to all faculty, staff, students and applicants without regard to race, color, religion, sex, age, national origin, marital status, physical handicap, military or status as a Vietnam veteran in compliance with applicable federal and state laws that pertain to nondiscrimination. Such action shall include, but is not limited to, employment, promotion, demotion or transfer; recruitment or recruitment advertising; lay-off or separation; rates of pay or other forms of compensation and selection for training programs.

Clark Atlanta University is committed to providing equal educational opportunity for all qualified student applicants and enrolled students without regard to race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations. This commitment to equal opportunity includes recruitment, admission, access to and usage of facilities, counseling and testing, financial assistance, placement and curricular programs and activities.

## **Sexual Harassment Policy**

It is the policy of Clark Atlanta University that sexual harassment and discrimination on the basis of gender will not be condoned. As a matter of practice and policy, the University is committed to maintaining an educational and working environment free of conduct that degrades or subjugates employees or students. This policy applies equally to faculty, administrative and support staff and students, and is in keeping with the spirit and intent of Federal guidelines (Title VII of the Civil Rights Act of 1964) on discrimination because of gender.

It is the policy of Clark Atlanta University to provide each student, faculty member, and staff member with an environment free from harassment.

Sexual harassment is any unwelcome sexual advances, requests for sexual favors, or verbal or physical conduct of a sexual nature that interferes with performance by creating a hostile, offensive, or intimidating work environment or is an expressed or implied condition of employment. Such behavior will be subject to disciplinary actions up to and including dismissal.

## **Title IX – Policy Statement**

The University is a recipient of federal funds. As such, the University complies with Title IX of the Higher Education Amendments of 1972, 20 U.S.C. §1681 et. seq. (“Title IX”), which prohibits discrimination on the basis of sex in education programs or activities. In compliance with Title IX, the University is and remains committed to:

- Providing programs, activities, and an educational environment free from Sex Discrimination;
- Providing programs, activities, and an educational environment free from “sexual assault,” “domestic violence,” “dating violence,” and “stalking,” as those terms are defined under section 40002(a) of the Violence Against Women Act of 1994 and/or applicable state law;

- Fostering an environment that encourages prompt reporting of all types of Sexual Misconduct and Sex Discrimination and a timely response to complaints;
- Providing adequate, prompt, fair and impartial investigations into and resolution of allegations of Sexual Misconduct and Sexual Discrimination; and
- Ensuring that Title IX investigations are conducted by University officials who receive annual training on the issues related to Sexual Misconduct and Sex Discrimination, and on how to conduct an investigation and hearing process that protects the safety of the accusers and promotes accountability.

**For additional information about Title IX, please click on the following link: <http://www.cau.edu/titleix-overview/index.html> or visit the CAU website, then click on Offices and Resources to access the Title IX link.**

### **Drug and Alcohol Policy**

Clark Atlanta University does not permit or condone the illicit or unauthorized possession, use, consumption, sale or distribution of illegal drugs and/or alcohol by its students and employees on its property or as part of its activities. This policy applies to all full-time and part-time students; and all full-time and part-time permanent and temporary employees, including faculty, administration, all exempt and non-exempt staff and any student employees and interns.

Students who violate this policy will be subject to appropriate disciplinary action consistent with local, state and federal law, which may include counseling, a reprimand and warning, disciplinary probation, suspension, expulsion and referral to the proper law enforcement authorities for prosecution.

Employees who violate this policy will be subject to appropriate disciplinary action consistent with local, state and federal law, which may include counseling, mandatory participation in an appropriate rehabilitation program, being placed on strict probation, unpaid suspension from employment, termination of employment and referral to the proper law enforcement authorities for prosecution.

All disciplinary procedures and appeals presently applicable to students and employees will continue to be available for violations of this policy.

The purpose of this policy is to produce a workplace and campus environment that discourages the unauthorized or illegal use of drugs and alcohol by students and employees. The University has prepared and made available information that is important for each student and employee to read and understand regarding the legal penalties and the health risks that are associated with alcohol and drug abuse.

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# Clark Atlanta University



## Graduate Catalog

### 2018-2020

*Learn ■ Lead ■ Change*

223 James P. Brawley Drive, S.W.  
Atlanta, Georgia 30314  
Telephone: (404) 880-8000  
[www.cau.edu](http://www.cau.edu)

**2018-2020 Graduate Catalog**  
**223 James P. Brawley Drive, S.W.**  
**Atlanta, Georgia 30314**  
**Telephone: (404) 880-8000**  
**www.cau.edu**

The Clark Atlanta University 2018-2020 Graduate Catalog herein incorporates the appropriate academic programs and many of the policies and resources of the University. This Catalog, as well as other official supplements, is not a contract. While the provisions of the Catalog ordinarily will be applied as stated, Clark Atlanta University reserves the right to revise information, including but not limited to academic requirements for graduation, without providing actual or constructive notice to individual students.

Every student is responsible for the completion of his/her academic program and for meeting all degree requirements. It is the individual student's responsibility to keep abreast of the current graduation requirements and any changes in his/her particular degree program. Changes made by a school or department will be available in the appropriate Dean's office. Official updates to the Catalog will appear on the University's website at [www.cau.edu](http://www.cau.edu).

Policies regarding the enrollment of degree-seeking (matriculating) students at Clark Atlanta University are listed below:

- All students will follow the curriculum and the degree completion requirements specified in the University Catalog issued for the year of their initial enrollment as degree-seeking students.
- The University will honor degree completion requirements specified for students in the University Catalog for the year of initial enrollment, as long as such enrollment is continuous (summer sessions not included).
- A student who does not maintain continuous enrollment (summer sessions not included) will follow the degree completion requirements specified in the University Catalog issued the year of readmission.
- Any student under any degree program who has re-enrolled in the University after interruptions of more than two semesters will be required to apply for readmission and meet the requirements of the current catalog.
- A student who transfers to another degree program will follow the requirements specified in the University Catalog issued for the year of the transfer to the new degree program.
- Students responsible for reading and complying with the University policies contained in the Catalog.

### **General Principles Concerning Student Welfare**

Certain regulations have been formulated, at the University, that are deemed to be in the best interest of students and the institution. They are published in full in the current Graduate Student Handbook, copies of which are issued to new students at the beginning of each semester. Students are urged to read carefully these regulations so that they may make informed decisions as members of the University community. The failure of any student to cooperate with members of the University community in their efforts to maintain a wholesome environment or the inability to demonstrate sincerity of purpose and to profit from the experiences and contacts provided by the University are sufficient reasons to withdraw from the student privileges of the graduate experience at the University.



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## MESSAGE FROM THE PRESIDENT

Welcome to Clark Atlanta University – ‘One Exceptional University.’ I am excited that you have chosen to walk in the academic, historical, and creative footsteps of the founding mothers and fathers of CAU and its parent institutions, Atlanta University (founded in 1865) and Clark University (founded in 1869 and later renamed Clark College). A culturally diverse and research-intensive institution, CAU’s mission builds on its social justice history and heritage. Well known for its active involvement and engagement in the civic, political, and business communities, CAU is committed to delivering education that is accessible, relevant, and transformative.

Affiliated with the United Methodist Church, CAU is the largest of the United Negro College Fund institutions. Its 86-acre campus is located in the heart of Atlanta, which is the epicenter of the Civil Rights Movement and the modern center of emerging technologies and innovation. It is the anchor and center of the Atlanta University Center – the nation’s oldest consortium of historically black institutions.

The U.S. News and World Report’s 2019 Best College’s edition ranked CAU in the top 20 among Historically Black Colleges and Universities, and our Whitney M. Young, Jr. School of Social Work is among the top 100 Graduate Schools of Social Work in the country. The University’s only designated Center of Excellence, the **Cancer Center for Research and Therapeutic Development (CCRTD)**, was recently awarded a multi-million dollar renewal grant to expand and enhance its current research and educational activities on prostate cancer. The Center is supported by the National Institute of Health (NIH), the National Institute on Minority Health and Health Disparities (NIMHD) and Georgia Research Alliance (GRA).

As the global community advances, the importance of educating a new generation of transformative leaders and engaged citizens is paramount. To meet the needs of an evolving marketplace, CAU offers 38 major areas of study and awards bachelor’s, master’s, specialist, and doctoral degrees. More than 70 percent of the students are from out-of-state, and nearly 10 percent are international students. About a quarter of the student population are graduate students.

We have a stellar and diverse faculty and alumni network comprised of educators, entrepreneurs, corporate executives, social workers, scientists, engineers, public servants, artists, and more, many of whom are change agents on the local, national, and international stage.

Guided by our Board-approved 2018-2023 Strategic Plan, CAU focuses its initiatives and academic programming in five different areas: **Excellence, Engagement, Discovery, Creativity, and Service**. In these areas, we address achievement, leadership, outcomes, experiences, opportunities, traditions, research, innovation, entrepreneurship, culture, community, perspectives, advocacy, philanthropy, and stewardship.

At CAU, we are committed to a variety of philosophies and people. We provide students with the opportunity to appreciate and value different cultures, life circumstances and ways of thinking. Our students have opportunities to participate in programs nurturing undergraduate and graduate research and creative expression, study abroad activities and civic engagement initiatives, all of which broaden their view of the world and inspire lifelong learning.

I invite you to look at CAU’s programs, offerings, and services. You will find a myriad of opportunities for excellence, engagement, discovery, creativity, and service in a learning community built on a promise of honor and integrity.

I am pleased that you have decided to become a part of our community of scholars. Students, faculty and staff working together here generate an infectious energy and passion for learning and discovery. I hope your association with CAU will be favorable and gratifying. Most important, I hope you are able to achieve your academic and professional goals with us.

Please feel free to visit our website at [www.cau.edu](http://www.cau.edu).

Sincerely,



Lucille H. Mauge, Interim President

## ACCREDITATIONS AND AFFILIATIONS

### **Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)**

Clark Atlanta University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the baccalaureate, masters, specialist, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia, 30033-4097 or call 404-679-4500 for questions about the accreditation of Clark Atlanta University.

**The Association to Advance Collegiate Schools of Business - International (AACSB) — BA, MBA Programs, MA in Accounting and MA in Economics** The School of Business Administration at Clark Atlanta University is accredited by AACSB International.

### **Council on Social Work Education (CSWE) — BSW and MSW degree programs**

The Whitney M. Young, Jr. School of Social Work at Clark Atlanta University is accredited by CSWE.

### **Council for Accreditation of Counseling and Related Educational Programs (CACREP)**

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has granted accreditation to the following School of Education's programs in the Department of Counselor Education at Clark Atlanta University: Community Education (MA) and School Counseling (MA).

### **Georgia Professional Standards Commission (GAPSC)**

The Educator Preparation Programs: Early Childhood Education, Early Childhood Education Post-Baccalaureate Certificate, Secondary Mathematics and Science, Special Education-General Curriculum, Counselor Education, and Educational Leadership are GAPSC Approved.

### **The National Council for Accreditation of Teacher Education (NCATE) now under Council for the Accreditation of Educator Preparation (CAEP)**

The School of Education at Clark Atlanta University is accredited by the National Council for Accreditation of Teacher Education (NCATE), [www.ncate.org](http://www.ncate.org). This accreditation covers Early Childhood Education, Early Childhood Education Post-Baccalaureate Certificate, Secondary Mathematics and Science, Special Education- General Curriculum, Counselor Education, and Educational Leadership. However, the accreditation does not include individual education courses institution offers to P-12 educators for professional development, re- licensure or other purposes.

### **Georgia State Authorization - Nonpublic Postsecondary Education Commission**

Clark Atlanta University is authorized by GNPEC to operate in the state of Georgia and is exempt from the "Nonpublic Postsecondary Educational Institutions Act of 1990" (O.C.G.A. 20-2-250.1). For further assistance, contact NPEC, 2082 East Exchange Place, Suite 220, Tucker, Georgia 30084-5305 or call (770) 414-3300.

### **Network of Schools of Public Policy, Affairs, and Administration (NASPAA)**

The Master of Public Administration Programs (MPA) is accredited by NASPAA.

### **Religious Affiliation**

Clark Atlanta University is approved for listing as a United Methodist Church-related University by the University Senate General Board of Higher Education and Ministry of the United Methodist Church.

### **NCAA Athletic Affiliation**

Clark Atlanta University is affiliated with the National Collegiate Athletic Association (NCAA) Division II and has been a member of the Southern Intercollegiate Athletic Conference (SIAC) since 1913, when the Conference was established.



## THE CAMPUS

Clark Atlanta University is a single campus institution and does not operate any off-site locations. The campus, listed as a Historic District on the National Register of Historic Places, contains fourteen mid-nineteenth century buildings and a variety of historic landscapes contributing to the Atlanta University Center Historic District, established in 1976.

The University is one of five member institutions (Clark Atlanta University; Interdenominational Theological Center, Morehouse College, Morehouse School of Medicine; Spelman College) of the **Atlanta University Center Consortium (AUCC)** the only Historically Black Consortium of private colleges and universities in the nation. A unique benefit afforded students attending one of the AUCC institutions is that they may cross register for courses at any of the undergraduate schools in the Center. This arrangement provides an opportunity for formal interactions among the AUCC's larger student population of approximately 9,000 students.

The University's 126-acre main campus is located on 223 James P. Brawley Drive about 1.5 miles southwest from the heart of metro downtown Atlanta, Georgia and is accessible from all major arteries – I-20, I-75/I-85, and I-285 of the State and the Hartsfield-Jackson International Airport.

The University's convenient location provides easy access to Downtown Atlanta which offers a vibrant hub of rich and diverse culture-infused attractions such as Centennial Olympic Park, the Georgia Football Hall of Fame, World of Coca-Cola, Georgia Aquarium, CNN Center, Imagine It Children's Museum and world class sports facilities: Mercedes Benz Stadium home of professional sports teams such as the NFL's Atlanta Falcons and Major League Soccer team, the Atlanta United; and State Farm Arena home of the NBA's Atlanta Hawks and WNBA's Atlanta Dream Basketball teams. Other attractions include; the Jimmy Carter Presidential Library & Museum, Fernbank Museum of Natural History, Martin Luther King, Jr. National Historic Site, the National Center for Civil and Human Rights and the Atlanta Zoo.

The downtown area offers myriad amenities for year-round educational adventures and is accessible to arts galleries and museums with extraordinary exhibits; theatres and musical entertainment; churches and houses of worship; business centers, antique shops, boutiques and outlet centers, hotels and fine cuisine dining; sports facilities, and recreation parks for outdoor hiking and trails to explore the beautiful landscape of the city.



## DIRECTIONS TO CLARK ATLANTA UNIVERSITY

### Traveling From I-75/85 North or South:

Take I-20 West. Exit at Joseph E. Lowery Boulevard. Turn right onto Joseph E. Lowery Boulevard and continue to Fair Street. Turn right onto Fair Street and continue to James P. Brawley Drive. The campus is on both sides of the street.

### Traveling From Downtown:

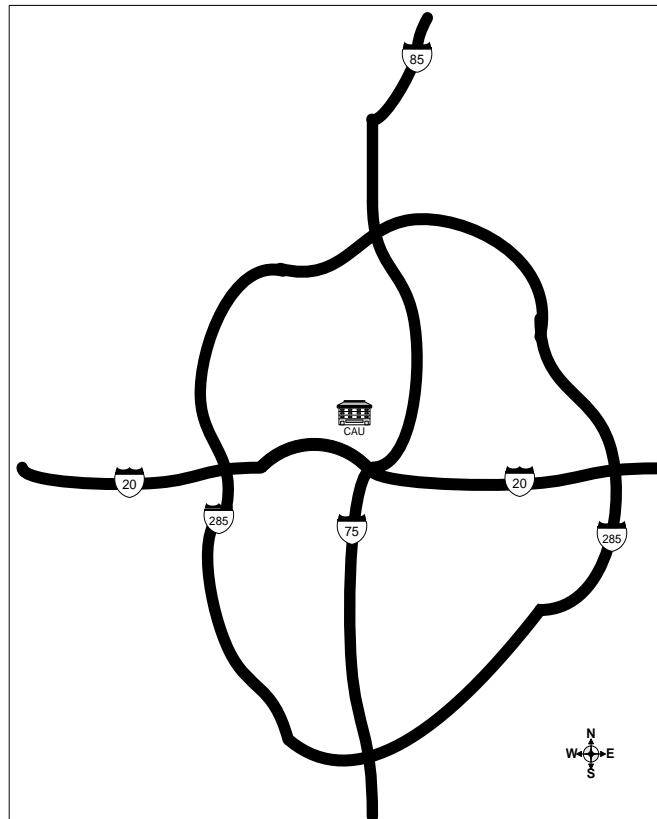
Take Centennial Olympic Drive past the CNN Center (Phillips Arena) to Martin Luther King, Jr. Drive. Turn right onto Martin Luther King, Jr. Drive. Turn left onto Northside Drive and continue to Fair Street. Turn right onto Fair Street (south). The campus is ahead on both sides of the street.

### Traveling From I-20 East (Westbound):

Exit at Joseph E. Lowery Boulevard. Turn right onto Joseph E. Lowery Boulevard and continue to Fair Street. Turn right onto Fair Street and continue to James P. Brawley Drive. The campus is on both sides of the street.

### Traveling From I-20 West (Eastbound):

Exit at Joseph E. Lowery Boulevard. Turn left onto Joseph E. Lowery Boulevard and continue to Fair Street. Turn right onto Fair Street and continue to James P. Brawley Drive. The campus is on both sides of the street.



**Note:** Visitor parking is available in the LAZ parking deck at the corner of Fair Street and Mildred Street.

## **CAMPUS BUILDINGS**

Clark Atlanta University's 39 educational, general fund and auxiliary buildings are pedestrian- friendly and neatly organized to accommodate its academic, administrative, student residential, recreational and support services, intercollegiate athletics, and miscellaneous operations.

There are ten academic buildings with electronic interactive classrooms, computer labs, reading and learning labs and meeting and conference rooms dedicated to support our teaching and learning mission. All undergraduate and graduate academic programs and offices in the School of Arts and Sciences (Communication Arts, Humanities, Natural and Mathematical Sciences, and Social Sciences) are located in Sage-Bacote Hall, McPheeters-Dennis Hall, Oglethorpe Hall, Knowles Hall, Park Street Music and Art Complex, and Robert W. Woodruff Library (lower-level). Undergraduate and graduate programs and offices in professional schools are located in their respective academic buildings: School of Business Administration in Wright-Young Hall; School of Education in Clement Hall; and Whitney M. Young Jr., School of Social Work in Thayer Hall. Additional classes are also held in Carl and Mary Ware Academic Center with state-of-the-art teaching technology and electronic classrooms.

Thomas W. Cole, Jr., Research Center for Science and Technology, a Center of Excellence in Cancer Research and Therapeutic Development, supports the University's research mission by facilitating interdisciplinary and collaborative research initiatives and sponsored programs between the University and national and federal laboratories, other universities, and industry, including small and minority high technology companies.

There are seven educational and co-curricular support facilities committed to the student services: Bishop Cornelius L. Henderson Student Center, Trevor-Arnett Hall, Haven-Warren Hall, Harkness Hall, Kresge Hall, Vivian W. Henderson Center/Gymnasium, and Robert W. Woodruff Library. There are five University operated residential facilities (Beckwith Hall, Brawley Hall, Holmes Hall, Merner Hall, Pfeiffer Hall,) and two affiliated facilities (CAU Suites, Heritage Commons) to accommodate more than 2,127 resident students.

Other campus facility resources provided to students include dining facilities located in the Student Center and snack and beverage vending machines available in several buildings on campus. Athletic facilities are provided for recreational/intramural and intercollegiate NCAA Division II competition in Men's and Women's sports (Baseball, Basketball, Cross Country, Football, Track and Field, Softball, Tennis, and Volleyball). A variety of fitness and recreation opportunities include exercise equipment, outdoor tracks, basketball and tennis courts, a 1,500 seat gymnasium and a 6,430 seat stadium.

## **CAMPUS SUSTAINABILITY**

Clark Atlanta University has assumed a leadership role in worldwide sustainability design, construction and operations through research, education, and community engagement. The University students, faculty, staff and community partners are committed and dedicated to promoting and preserving environmental sustainability across all campus initiatives including LEED-certified buildings, water conservation and landscape management, reducing energy consumption and emissions, recycling, and ensuring that sustainability issues remain an integral part of the University's academic curriculum and co-curricular experience. To learn more about CAU's campus and community sustainability activities visit [www.cau.edu/sustainability](http://www.cau.edu/sustainability).

## Academic Calendar 2018-2020

	AY 2018 – 2019	AY 2019 – 2020
	<i>Fall 2018</i>	<i>Fall 2019</i>
Class Begins	Wednesday, August 15, 2018	Wednesday, August 21, 2019
Drop/ADD Begins	Wednesday, August 15, 2018	Thursday, August 21, 2019
Drop/ADD Ends	Friday, August 24, 2018	Friday, August 30, 2019
Labor Day	Monday, September 3, 2018	Monday, September 02, 2019
Mid-Semester Examinations	Monday, October – Friday, October 5, 2018	Monday, September 30 - Friday, October , 2019
Mid-Term Grades Due via BANNER Web	Monday, October 15, 2018	Wednesday, October 9, 2019
Academic Advisement Begins		Thursday, October 10, 2019
Board of Trustees	Thursday, October 18 – Friday, October 19, 2018	Thursday, October 24- Friday, October 25, 2019
Academic advisement Continues and Registration for Spring Begins	Monday, October 22, 2018	Monday, October 28, 2019
Thanksgiving	November 22 - 23, 2018	November 28-29, 2019
Last Day of Class	Wednesday, November 28, 2018	Wednesday, December 04, 2019
Course Withdrawal Period Ends	Wednesday, November 30, 2018	Wednesday, December 04, 2019
Reading Period	Thursday, November 29 – Friday November 30, 2018	Thursday, December 5 - Friday December 6, 2019
Final Exams	Monday, December 3 – Friday, December 7, 2018	Monday, December 9 – Friday, December 13, 2019
Semester Ends	Friday, December 7, 2018	Friday, December 13, 2018
	<i>Spring 2019</i>	<i>Spring 2020</i>
Class Begins	Wednesday, January 16, 2019	Wednesday, January 15, 2020
Drop/ADD Begins	Wednesday, January 16, 2019	Thursday, January 16, 2020
MLK Holiday	Monday, January 21, 2019	Monday, January 20, 2020
Drop/ADD Ends	Friday, January 24, 2019	Friday, January 24, 2020
Board of Trustees Meeting	Thursday, February 21 – Friday, February, 22, 2019	Thursday, February 20 – Friday, February 21, 2020
Mid-Semester Examinations	Monday, March 4 – Friday, March 8, 2019	Monday, March 2 – Friday, March 6, 2020
Spring Break	Monday, March 11 - Friday, March 15, 2019	Monday, March 9 – March 13, 2020
Mid-Term Grades Due via BANNER Web	Tuesday, March 19, 2019	Wednesday, March 11, 2020
Academic Advisement Begins		Thursday, March 12, 2020
Academic advisement Continues and Registration for Spring Begins	Monday, April 1, 2019	Monday, March 30, 2020
Good Friday	Friday, April 19, 2019	Friday, April 10, 2020
Last Day of Class	Wednesday, May 1, 2019	Wednesday, April 29, 2020
Course Withdrawal Period Ends	Wednesday, May 1, 2019	Wednesday, April 29, 2020
Reading Period	Thursday, May 2 – Friday, May 3, 2019	Thursday, April 30 – Friday, May 1, 2020
Final Exams	Monday, May 6 – Friday, May 10, 2019	Monday, May 4 - Friday May 8, 2020
Semester Ends	Friday, May 10, 2019	Friday, May 8, 2020
Board of Trustees Meeting	Thursday, May 16 – Friday, May 17, 2019	Thursday, May 14- Friday, May 15, 2020
Baccalaureate	Sunday, May 19, 2019	Sunday, May 17, 2020
Commencement	Monday, May 20, 2019	Monday, May 18, 2020

## SUMMER SEMESTER 2019

May 2019		
Friday	May 31, 2019	Residence Halls Open
		First deadline for Students to become Financially Enrolled (Tuitions and Fees to be paid by 5:00 p.m.)
		First cancellation of Classes for Students Not Financially Enrolled for Summer
June 2019		
Monday	June 3, 2019	Classes Begin – First Day of Summer Classes
		Late Registration and Late Registration Fee Begin for <b>Summer Session I and Summer Session II</b>
		DROP/ADD Period for Students Registered for <b>Summer Session I and Summer Session II Begins</b>
		Deadline for School Dean approved theses and dissertations to be received in Graduate Programs for December 2019 Graduate Candidates
Monday – Wednesday	June 3 – 5, 2019	DROP/ADD Period for Students Registered for <b>Summer Session I and Summer Session II</b> - after this date a student who withdraws from a course will receive a grade of “W”
Wednesday	June 5, 2019	Last Day of Late Registration for Summer Session I and Summer Session II
		Final Cancellation of Classes for Students Not Financially Enrolled for <b>Summer Session I and Summer Session II</b>
Thursday	June 6, 2019	Official Course Withdrawal Period Begins for <b>Summer Session I and Summer Session II</b>
Wednesday – Friday	June 5 – 7, 2019	Timeframe to withdraw at 66% tuition refund for <b>Summer Session I and Summer Session II</b>
Wednesday – Friday	June 12 – 14, 2019	Mid-Semester Examinations for <b>Summer Session I: Five-Week Session</b>
Wednesday	June 19, 2019	Official Course Withdrawal Period Ends for <b>Summer Session I: Five-Week Session</b>
Monday	June 24, 2019	Committee Chairs Submit Approved Theses and Dissertations to Academic Departments for December 2019 Graduate Candidates
Thursday - Friday	June 28 - 29, 2019	Mid-Term Examinations for <b>Summer Session II: Eight-Week Session</b>
July 2019		
Monday	July 2, 2019	Official Course Withdrawal Period Ends for <b>Summer Session II: Eight-Week Session</b>
Thursday	July 4, 2019	Independence Day Holiday ( <i>University Closed</i> )
Friday	July 5, 2019	Classes Resume
Monday – Tuesday	July 8 – 9, 2019	Final Examinations for <b>Summer Session I: Five-Week Session</b>
Friday	July 12, 2019	Summer Session Ends for <b>Summer Session I: Five-Week Session</b>
Monday	July 15, 2019	Final Grades Due via BANNER Web for <b>Summer Session I: Five-Week Session</b>
Wednesday – Friday	July 24 – 26, 2019	Final Examinations for <b>Summer Session II: Eight-Week Session</b>
Friday	July 26, 2019	Summer Session Ends for <b>Summer Session II: Eight-Week Session</b>
Saturday	July 27, 2019	Residence Halls Close at Noon
Tuesday	July 30, 2019	Final Grades Due via BANNER Web for <b>Summer Session II: Eight-Week Session</b>

## SUMMER SEMESTER 2020

May 2020		
Friday	May 29, 2020	Residence Halls Open
		First deadline for Students to become Financially Enrolled (Tuition and Fees to be paid by 5:00 p.m.)
		First cancellation of Classes for Students Not Financially Enrolled for Summer
June 2020		
Monday	June 1, 2020	Classes Begin – First Day of Summer Classes
		Late Registration and Late Registration Fee Begin for <b>Summer Session I and Summer Session II</b>
		DROP/ADD Period for Students Registered for <b>Summer Session I and Summer Session II Begins</b>
		Deadline for School Dean approved theses and dissertations to be received in Graduate Programs for December 2019 Graduate Candidates
Monday – Wednesday	June 1 - 3, 2020	DROP/ADD Period for Students Registered for <b>Summer Session I and Summer Session II</b> -after this date a student who withdraws from a course will receive a grade of “W”
Wednesday	June 3, 2020	Last Day of Late Registration for <b>Summer Session I and Summer Session II</b>
		Final Cancellation of Classes for Students Not Financially Enrolled for <b>Summer Session I and Summer Session II</b>
Thursday	June 4, 2020	Official Course Withdrawal Period Begins for <b>Summer Session I and Summer Session II</b>
Wednesday – Friday	June 3 – 5, 2020	Timeframe to withdraw at 66% tuition refund for <b>Summer Session I and Summer Session II</b>
Wednesday – Friday	June 10– 12, 2020	Mid-Semester Examinations for <b>Summer Session I: Five-Week Session</b>
Wednesday	June 17, 2020	Official Course Withdrawal Period Ends for <b>Summer Session I: Five-Week Session</b>
Monday	June 22, 2020	Committee Chairs Submit Approved Theses and Dissertations to Academic Departments for December 2020 Graduate Candidates
Thursday - Friday	June 25 - 26, 2020	Mid-Term Examinations for <b>Summer Session II: Eight-Week Session</b>
Monday	June 29, 2020	Official Course Withdrawal Period Ends for <b>Summer Session II: Eight-Week Session</b>
July 2019		
Saturday	July 4, 2020	Independence Day Holiday
Monday – Tuesday	July 6 – 7, 2020	Final Examinations for <b>Summer Session I: Five-Week Session</b>
Tuesday	July 7, 2020	Summer Session Ends for <b>Summer Session I: Five-Week Session</b>
Thursday	July 9, 2020	Final Grades Due via BANNER Web for <b>Summer Session I: Five-Week Session</b>
Wednesday – Friday	July 22 – 24, 2020	Final Examinations for <b>Summer Session II: Eight-Week Session</b>
Friday	July 24, 2020	Summer Session Ends for <b>Summer Session II: Eight-Week Session</b>
Saturday	July 25, 2020	Residence Halls Close at Noon
Tuesday	July 28, 2020	Final Grades Due via BANNER Web for <b>Summer Session II: Eight-Week Session</b>

## GENERAL INFORMATION

### THE HISTORY

An essential element of any introduction pertaining to Clark Atlanta University is its unique history. Atlanta University from its very start in boxcar housing, to the birth of Clark College in the basement of the Methodist Episcopal Church, Clark Atlanta's roots offer a rich history lesson in the development of Historically Black Colleges and Universities.

Atlanta University, founded in 1865, by the American Missionary Association, with later assistance from the Freedmen's Bureau, was, before consolidation, the nation's oldest graduate institution serving a predominantly African American student body. By the late 1870s, Atlanta University had begun granting bachelor degrees and supplying black teachers and librarians to the public schools of the South. In 1929-30, it began offering graduate education exclusively in various liberal arts areas and in the social and natural sciences. It gradually added professional programs in social work, library science, and business administration. At the same time, Atlanta University affiliated with Morehouse and Spelman Colleges in a university plan known as the Atlanta University System. The campus was moved to its present site, and the modern organization of the Atlanta University Center emerged, with Clark College, Morris Brown College, and the Interdenominational Theological Center joining the affiliation later. The story of Atlanta University over the next twenty years from 1930 includes many significant developments. The Schools of Library Science, Education, and Business Administration were established in 1941, 1944, and 1946 respectively. The Atlanta School of Social Work, long associated with the University, gave up its charter in 1947 to become an integral part of the University.

Clark College was founded in 1869 as Clark University by the Freedmen's Aid Society of the Methodist Episcopal Church, which later became the United Methodist Church. The University was named for Bishop Davis W. Clark, who was the first President of the Freedmen's Aid Society, and became Bishop in 1864. A sparsely furnished room in Clark Chapel, a Methodist Episcopal Church in Atlanta's Summer Hill section, housed the first Clark College Class. In 1871, the school relocated to a new site on the newly purchased Whitehall and McDaniel Street property. In 1877, the School was chartered as Clark University.

An early benefactor, Bishop Gilbert Haven, visualized Clark as the "University" of all the Methodist schools founded for the education of freedmen. Strategically located in the gateway to the South, Clark was founded to "give tone" to all the other educational institutions of the Methodist Episcopal Church providing education for Negro youth. After the school had changed locations several times, Bishop Haven, who succeeded Bishop Clark, was instrumental in acquiring 450 acres in South Atlanta, where in 1880 (the institution relocated in 1883) the school conferred its first degree. Also in 1883, Clark established a department, named for Dr. Elijah H. Gammon, known as the Gammon School of Theology, which in 1888 became an independent theological seminary and is now part of the Interdenominational Theological Center.

For purposes of economy and efficiency, during the 1930s it was decided that Clark would join the Atlanta University Complex. In the winter of 1939, work began across town on an entirely new physical plant adjoining Atlanta University, Morehouse College, and Spelman College. In 1957, the controlling Boards of



the six institutions (Atlanta University; Clark, Morehouse, Morris Brown and Spelman Colleges; and Gammon Theological Seminary) ratified new Articles of Affiliation creating the Atlanta University Center, the most prevalent consortium of African-American private institutions of higher education in the nation.

During the 1980s, some of the advantages of proximity, which had seemed promising earlier, again became evident. On July 1, 1988, Clark Atlanta University, through consolidation of Clark College and Atlanta University, “Charted a Bold New Future.” The new and historic University inherits the rich traditions of two independent institutions, connected over the years by a common heritage and commitment, by personal, corporate and consortia relationships, and by location. The University has preserved the best of the past and present by retaining Atlanta University’s motto, “I’ll Find a Way or Make One,” and Clark College’s motto, “Culture for Service” in its seal.

The first President of Clark Atlanta University was Dr. Thomas W. Cole, Jr., who served concurrently as the President of both Atlanta University and Clark College prior to consolidation. Dr. Walter D. Broadnax became the second President for Clark Atlanta University on August 1, 2002, and served until his retirement on July 31, 2008. The third President is Dr. Carlton E. Brown, assuming leadership on August 1, 2008.

# CLARK ATLANTA UNIVERSITY

Clark Atlanta University (CAU), formed in 1988 as a result of the consolidation of two independent historically black institutions — Atlanta University (1865) and Clark College (1869), is a United Methodist Church-related, private, coeducational, residential, and comprehensive urban research university. The University offers undergraduate, graduate and professional, and non-degree certificate programs.

## MISSION

Building on its social justice history and heritage, Clark Atlanta University is a culturally diverse, research-intensive, liberal arts institution that prepares and transforms the lives of students. CAU is located in the heart of Atlanta which is the epicenter of the Civil Rights Movement and modern center of emerging technologies and innovation. Ignited by its history, CAU is committed to delivering education that is accessible, relevant, and transformative.

**(Approved by the Board of Trustees, May 17, 2019)**

## VISION

Clark Atlanta University will be recognized internationally as a leading research institution of higher education and learning. The University will impact society through global innovation, transformative educational experiences, and high-value engagement.

**(Approved by the Board of Trustees, May 17, 2019)**

## CORE VALUES

Our University's core values are like a compass, a tool that guides the campus community when trying to figure out how to navigate uncertainty while keeping the big picture in mind. These values serve as the foundation of the steps the University will take towards achieving its strategic vision.

### ***"CAU P.R.I.D.E.S ITSELF ON BEING..."***

#### **People-Centric**

Treat students, colleagues, and broad beneficiaries of our services with professionalism, respect, responsiveness, focused on effective solutions.

#### **Research-Focused, Innovative and Creative**

Ignite new possibilities in research and advance knowledge of humankind.

#### **Inclusive and Accountable**

Promote collaboration and unity among students, faculty, and staff to provide a significant contribution are added to the University's body of knowledge.

#### **Diverse and Global**

Embrace and support all forms of human differences, ideas and perspectives, and our natural environment.

#### **Excellence**

Commit to high-quality in all we do to achieve our noble cause.

#### **Student-Centered**

Commit to leveraging our students' experience through teaching, learning, and service.

**(Approved by the Board of Trustees, May 17, 2019)**

## CAMPUS CULTURAL CREED

Clark Atlanta University is committed to academic excellence, building character and service to others. The University will achieve its mission by cultivating an environment of honesty, kindness, mutual respect, self-discipline, school loyalty, trust, academic integrity and communal pride. “As a member of this scholarly community, I make the following pledge:

- I will work to promote academic honesty and integrity;
- I will work to cultivate a learning environment which opposes violence, vulgarity, lewdness and selfishness;
- I will embrace the concept of mutual respect by treating others the way I want them to treat me;
- I will support a campus culture of diversity by respecting the rights of those whose views and experiences differ from my own;
- I will honor and care for the sanctity of my body as the temple of God;
- I will commit myself to service so that I can make a difference in the world and a difference for more than just myself;
- I will celebrate and contribute to the “spirit of greatness” left by those who preceded me and I will work to leave this a better place for those who follow me.

As a member of this community, I am committed to conducting myself in ways that contribute to a civil campus environment which encourages positive behavior in others. I accept the responsibility to uphold these noble ideals as a proud member of the Clark Atlanta University Family.”

## **STRATEGIC PRIORITIES AND GOALS**

### **2018 - 2023**

Clark Atlanta University's 2018-2023 Strategic Plan will guide the University for the next five years. The new plan is a blueprint for strengthening CAU's long-term health and sustainability and will build upon areas where CAU's comparative advantage can have far-reaching impacts. The University's Strategic Plan was developed to identify the critical performance areas that decisively affect and influence the University's capacity to accomplish its mission and actualize its strategic vision.

#### **Strategic Goal 1 Enrollment and Student Success**

Provide programs and services to achieve strong undergraduate and graduate enrollments and high retention, graduation, and career placement rates and become the national model for student success among HBCUs.

#### **Strategic Goal 2 Academic Planning**

Maintain and develop excellent, innovative academic programs, strategic partnerships, and new modes of teaching and learning to produce graduates who are successful.

#### **Strategic Goal 3 Research and Creative Activity**

Expand research capabilities and infrastructure to enhance creative activity and strengthen CAU's position as a private research-intensive institution, with national prominence that provides innovative solutions to the local and global communities.

#### **Strategic Goal 4 Fundraising, Branding, and Marketing**

Enhance the University's comprehensive fundraising support while marketing CAU's distinction and accomplishments to raise its public profile in the eyes of prospective students, potential, stakeholders, benefactors, the higher education community, and the public at large.

#### **Strategic Goal 5 Institutional Effectiveness**

Reflect CAU's commitment to institutional effectiveness, continuous improvement, added value, and return on the investment to those it serves by streamlining administrative procedures and expanding the capacity of faculty and staff to serve the long-term health and sustainability of the University.

#### **Strategic Goal 6 Facilities, Technology, and Real Estate**

Provide facilities and technology to support recruitment, teaching, research and the enhancement of the student experience and to establish new avenues for long-term revenue-generation.

# ACADEMIC STRUCTURE

## Graduate Programs of Study

SCHOOL OF ARTS AND SCIENCES					
DIVISION	DEPARTMENT	MAJOR/CONCENTRATION	DEGREE	CIP CODE	MINIMUM CREDIT HRS REQUIRED
Humanities	African American Studies/ Africana Women's Studies/History	■ African American Studies	MA	50201	30
		■ Africana Women's Studies	MA	50299	30
		■ History	MA	540101	30
	English	■ English	MA	230101	30
	Modern Foreign Languages	■ French	MA	160901	30
		■ Spanish	MA	160905	30
	Humanities Interdisciplinary Program	■ Humanities Interdisciplinary Program Concentrations: <ul style="list-style-type: none"> <li>• African American Studies</li> <li>• Africana Women's Studies</li> <li>• English</li> <li>• History</li> </ul>	PhD		72
				50201	
				50299	
				230101	
				540101	
Natural Sciences and Mathematics	Biological Sciences	■ Biology	MS	260101	36
		■ Biology	PhD	260101	72
	Chemistry	■ Chemistry	MS	400501	31
		• Biochemistry Concentration			36
		■ Industrial Chemistry	MS	400501	37
		■ Chemistry	PhD	400501	72
	Computer & Information Science	■ Computer Science	MS	110701	30
	Mathematical Sciences	■ Mathematics <ul style="list-style-type: none"> <li>• Pure Math Option</li> <li>• Applied Math Option</li> </ul>	MS	270101	30
	Physics	■ Physics <ul style="list-style-type: none"> <li>• Pure Physics Option</li> <li>• Applied Physics Option</li> </ul>	MS	400801	30
Social Sciences	Political Science	■ Political Science Subfields: <ul style="list-style-type: none"> <li>• International Relations</li> <li>• Public Policy</li> <li>• Urban Planning</li> </ul>	MA	451001	30
		■ Political Science	PhD	451001	72
	Public Administration	■ Public Administration Specializations: <ul style="list-style-type: none"> <li>• Community &amp; Economic Development</li> <li>• Human Resource Mgmt</li> <li>• International Affairs &amp; Development</li> <li>• Public Policy</li> <li>• Urban Development</li> </ul>	MPA	440401	42 (Pre Service)
					36 (In Service)
	Sociology & Criminal Justice	■ Criminal Justice	MA	430104	36
		■ Sociology	MA	451101	30

SCHOOL OF BUSINESS ADMINISTRATION					
DIVISION	DEPARTMENT	MAJOR/CONCENTRATION	DEGREE	CIP CODE	MINIMUM CREDIT HRS REQUIRED
	Accounting & Finance	▪ Accounting	MA	520301	30
	Business Administration Departments:	▪ Business Administration Concentrations:	MBA	520201	45 (Full-Time)
	Accounting & Finance	• Accounting • Finance			36 (Working Professional)
	Decision Sciences	• Supply Chain Mgmt			
	Management & Marketing	• Entrepreneurship Mgmt • Marketing • Sports & Entertainment Mgmt			
	Economics	▪ Economics	MA	520601	33
SCHOOL OF EDUCATION					
	Counselor Education	▪ Community Counseling	MA	139999	48
		▪ School Counseling	MA	131101	51
	Curriculum & Instruction	▪ Special Education – General Curriculum	MA	131210	36
		▪ Secondary Education – Grades 6-12 Concentrations: • Broad Field Science • Mathematics	MAT	131205	36
		▪ Early Childhood Education	Post-Bach Certificate	131210	42
	Educational Leadership	▪ Educational Leadership	MA	130401	30
		▪ Educational Leadership	EdS		33
		▪ Educational Leadership • School Administration – P-12 Track • Higher Education Track	EdD		63
					60
WHITNEY M. YOUNG, JR. SCHOOL OF SOCIAL WORK					
	Social Work	▪ Social Work Specializations: • Child & Family • Health & Mental Health	MSW	440701	59
		▪ Social Work	PhD	440701	72



## ENROLLMENT SERVICES

The mission of the Office of Enrollment Services is to provide coordinated responsive and quality services in student recruitment, admissions, and matriculation in collaboration with academic, financial, and student support units.

### Graduate Admissions

#### Office of Student Recruitment and Admissions

**Trevor-Arnett Hall, Room 101**

**Telephone: (404) 880-8021**

The mission of the Office of Student Recruitment and Admissions is to market Clark Atlanta University and its academic and co-curricular offerings to recruit, admit and yield a diverse population of domestic and international graduate and undergraduate students and to develop and maintain fair and consistent admission policies.

The vision of the Office of Student Recruitment and Admissions is to provide courteous, exemplary, and student-centered services to prospective students and their families. Information will be provided in a timely and accurate manner resulting in early decision making and increased enrollment of a more diverse, academically-prepared, and financially-qualified student body.

Graduate admission to the University is granted to applicants who hold baccalaureate degrees from regionally accredited colleges and universities. Criteria for admission to Clark Atlanta University are based on applicants' academic qualifications and other requirements specific to the area of study. All admission decisions are made by committees comprised of faculty in each school without regard to race, creed, or other considerations irrelevant to scholastic aptitude. In accordance with the University's Equal Employment Opportunity and Affirmative Action statement, CAU does not engage in high pressure tactics to recruit or secure enrollment of students.

### Application for Admission to Clark Atlanta University

Applicants seeking admissions to Clark Atlanta University must submit an application and an application fee that is neither refundable nor transferable to another term regardless of the admission decision. In addition, fees should be remitted by cashier's check or money order payable to Clark Atlanta University. Students may also submit their confirmation fee electronically via [BannerWeb](#) (your ID and PIN are provided in your acceptance letter in the admissions packet). Former students must submit an application; however, they are not required to submit the application fee. Applicants may secure application forms and other information concerning admission from the Office of Admissions or via the University's website ([www.cau.edu](http://www.cau.edu)). An application must be submitted for each term for which admission is sought.

**March 1** Fall Priority Deadline

**April 1** Final Deadline

**October 1** Spring Deadline

**Note:** Priority deadlines guarantee that the applicant will receive full consideration for financial aid for which he/she may be eligible and that the applicant's admission file, financial aid, housing, and course registration will be processed prior to the beginning of the ensuing semester.

## **Admissions Procedures**

Before any action can be taken on an application, applicants must submit the following:

- Completed and signed online or paper Application for Admission
- A nonrefundable application fee of \$40 for domestic applicants and \$55 U.S. dollars for international applicants paid by a cashier's check or money order to Clark Atlanta University.
- An official transcript for the conferred bachelor's and master's degrees from an accredited institution, recognized by the U.S. Department of Education.
  - For master's applicants, the conferred bachelor's degree transcript is required.
  - For doctoral applicants, both the conferred bachelor's and/or master's degree transcripts are required.
- Official GRE Report of Scores or GMAT Preadmission Report (if applicable) as required by the School. Applications for the GRE and GMAT examinations are obtainable from the Educational Testing Service (ETS) website. Test scores more than five years old are unacceptable.
- Three letters of recommendation. The letters of recommendation can be submitted by email to [GraduateAdmissions@cau.edu](mailto:GraduateAdmissions@cau.edu).
- Current Resume. The resume can be submitted by email to [GraduateAdmissions@cau.edu](mailto:GraduateAdmissions@cau.edu).
- A Dean of Students Certification form from the last institution attended (only required of applicants who have attended an institution within the last two years). The Dean of Students or the administrative officer in charge of disciplinary records must complete this form and mail it directly to the Clark Atlanta University Office of Student Recruitment and Admissions.
- Supplemental Documents required by schools as follows: Contact the academic department for your intended area of study for additional information or visit [www.cau.edu](http://www.cau.edu).

### **School of Arts and Sciences and School of Education Only:**

A letter of intent which discusses career goals, reasons for applying to Clark Atlanta University, and qualifications for admission. Contact the program office of your intended area of study for additional details. The letter of intent can be submitted by email to [GraduateAdmissions@cau.edu](mailto:GraduateAdmissions@cau.edu). In addition, the School of Education Online Higher Education Degree Program also requires applicants to: 1) participate in an electronic interview with select faculty and 2) complete a required writing sample within a 24 hour time period.

### **School of Business Only:**

Three Essays detailing (1) Career Objectives, (2) Reasons for Selecting Clark Atlanta University and (3) Personal Strengths and Areas Where Improvement is Desired. Essays should be a minimum of 500 words each and double-spaced. Contact the program office for additional details. The essays can be submitted by email to [GraduateAdmissions@cau.edu](mailto:GraduateAdmissions@cau.edu).

### **School of Social Work Only:**

A three to five-page autobiographical statement which discusses personal data and family profile, education, career choice, and concentration focus area. Contact the program office for additional details. The autobiography can be submitted by email to [GraduateAdmissions@cau.edu](mailto:GraduateAdmissions@cau.edu).

## **Graduate Admissions Criteria**

### **Conditional Admission**

Applicants who do not meet the GPA or prerequisite requirements may be “conditionally” admitted to a graduate degree program based upon favorable recommendations by the School Dean and Chairperson of the major academic department. At the time of admission, the Chairperson of the major academic department specifies conditions in writing to remedy deficiencies and advancing to unconditional admission. Graduate students who are conditionally admitted are expected to enroll as full-time students. Upon the completion of nine (9) credits with a minimum cumulative GPA of 3.0, the student will be admitted to unconditional status. Per federal regulations, an international student studying on a nonimmigrant visa must be admitted through regular admission.

### **Right to Revoke Admission Policy**

A disciplinary matter or criminal conviction, whether occurring prior to the time of application, while the application is under review, or after the admission decision has been made, may affect the Committee’s decisions regarding admission or enrollment. Clark Atlanta University reserves the right to revoke admission or enrollment in such circumstances. In addition, because offers of admission and enrollment are based upon a record of academic achievement, CAU reserves the right to revoke admission or enrollment upon receipt of a final high school transcript (or most recent college transcript) reflecting a significant decline in academic performance. Finally, if an application misrepresents any information, for any reason, admission or enrollment may be revoked at the University’s discretion.

### **Special Admissions (Non-degree)**

Any individual, upon the satisfactory demonstration of appropriate prerequisite courses, training or knowledge may be admitted as a student to take graduate courses for audit or credit independent of a degree program after having received the favorable recommendation from a School Dean and Department Chair. Such individuals may not accumulate more than twelve (12) credit hours as a special student. Courses taken as a non-degree student may be used toward admission with the approval of the Department Chair and School Dean.

**Part-Time Applicants:** The term “part-time,” as defined by Clark Atlanta University, refers to an graduate student who is regularly enrolled and pursuing a degree from Clark Atlanta University but who registers for fewer than nine (9) credit hours in any given semester or six (6) credit hours during summer sessions, except those students who are engaged in thesis or dissertation research. An applicant seeking admission as a part-time student must meet the same admission requirements as a first-time or a transfer student.

**Readmission Applicants:** Any student who is not continuously enrolled or who is absent from a regular semester, excluding summer session, must apply for readmission. Former students may secure applications for readmission from the Office of Student Recruitment and Admissions or at the University’s website ([www.cau.edu](http://www.cau.edu)) at no cost. Requests for readmission must be submitted with supporting materials not later than sixty (60) days prior to the first day of classes of the term for which readmission is sought. Students seeking readmission to the University must satisfy all prior financial obligations. Students who have attended other colleges during their absence from Clark Atlanta are required to submit official academic transcripts from each institution attended.

### **Transfer Applicants**

**Transfer Requirements and Procedures:** Students who apply for admission to Clark Atlanta University from another accredited college or university must have achieved a minimum cumulative grade point average of 3.0 on a 4.0 scale and be in good disciplinary standing at the last institution attended. An applicant must submit official academic transcripts from all previously attended post-secondary institutions of higher education.

**Limitation on Transfer Credits:** Students may receive transfer credits for graduate coursework earned at regionally accredited colleges and universities toward a maximum of 25% of the requirements in a given program of study. However, individual schools or departments may require further restrictions. Courses to be transferred must be reviewed and approved for equivalencies by the Department Chair and the School Dean and must be in alignment with the student's degree program requirements. Courses completed more than ten (10) years prior to transferring to Clark Atlanta University will not be accepted.

**Transient Applicants:** An incoming transient student is one who is enrolled at another college and pursues courses at Clark Atlanta University, but receives no credit toward a Clark Atlanta University degree. A student applying for this status must submit an application and transcript for admission, a processing fee, and a statement from the institution to which the credits are to be transferred confirming that this arrangement is acceptable.

**Post-Baccalaureate Applicants:** Students who possess baccalaureate degrees and desire to pursue course work for teacher certification requirements and those interested in taking courses for personal or professional growth must submit an application for admission. A complete application for post-baccalaureate status includes all of the materials required for admission of transfer students.

#### **Veterans Applicants:**

Clark Atlanta University is approved by the Georgia Department of Veterans Services (State Approving Agency) for the enrollment of nation's veterans, veterans with disabilities, active service personnel, reservists, and qualified dependents of deceased veterans (widows, war orphans, etc.) who are eligible for the Veterans Administration (VA) Educational Benefits.

Eligible students must have all admission requirements completed same as those of other applicants for admission to the University and must be fully admitted into a degree program before Enrollment Certification (VA Form 22-1999) can be submitted to the Veterans Administration. Any student expecting to receive VA Educational Benefits is required to enroll with the VA Certifying Officer, located in the University Registrar's Office, prior to the close of the registration for a given semester. The applicant must file a Veterans Application for VA Educational Benefits ([www.gibill.va.gov/apply-for-benefits/application/](http://www.gibill.va.gov/apply-for-benefits/application/)). Once approved by the VA the applicant will receive a *Certificate of Eligibility* which should be submitted to the VA Certifying Officer along with a certified copy of the applicant's DD-214 if applicable. For additional information on the rules and regulations requirements of the Department of Veterans Affairs Benefits, write, telephone, or contact the University Registrar's Office.

The following link may be beneficial in completing the VA Educational Benefits Application: [www.gibill.va.gov/documents/factsheets/Choosing\\_a\\_School.pdf](http://www.gibill.va.gov/documents/factsheets/Choosing_a_School.pdf).

#### **International Applicants**

Clark Atlanta University encourages students from other countries to apply for admissions into the University for undergraduate and graduate studies. Applicants from other countries may be admitted for either, the fall semester (August), spring semester (January) or summer session (June). In order to ensure ample time for enrollment for a specific term, the application for admission and all supporting documents must be on file by the deadlines established for application to the University for the term for

which admission is sought. Applicants from other countries are required to submit documents in English certified by appropriate officials. Clark Atlanta University does not provide financial assistance to international students studying on a nonimmigrant visa who are ineligible for federal student aid. Therefore, prospective students must demonstrate the ability to pay for their educational expenses, processing fees, and other costs associated with application for admission to Clark Atlanta University. Before the University forwards a "Certificate of Eligibility" Form I-20 and other materials, an applicant must provide a Financial Affidavit of Support that demonstrates the student's ability to cover the University's educational expenses for the semester.

International applicants should submit an admissions application with an application fee, drawn on either a U.S. bank or U.S. dollar account. Applicants must also submit official transcripts or mark sheets directly to Clark Atlanta University from all high school(s), preparatory school(s) and/or collegiate institutions attended, including official English translations and U.S. grading equivalents when applicable. International applicants are not required to submit SAT and/or ACT test scores. They may, if they have taken the tests; however, it is not a requirement for admissions into the University. Graduate applicants must have attained a Baccalaureate Degree from a recognized college or university to be considered for graduate admissions. Nonetheless, the University requires a minimum score of 500 on the paper examination or 173 on the computerized examination of the Test of English as a Foreign Language (TOEFL) or the International English Language Test System (IELTS) minimum of 4.5. The TOEFL or the IELTS may be waived for transfer students who have earned a grade of "C" or better in English Composition I and II from an accredited U.S. college or university. The test may also be waived for students from countries where English is the primary language and the medium of instruction.

For international students to be considered for admission, please observe the following deadlines: All requested application credentials must be received by Clark Atlanta University by:

- May 1 for fall (August) entry
- October 1 for spring (January) entry
- For issuance of I-20 or DS-2019: June 1 for fall (August) entry
- For issuance of I-20 or DS-2019: November 1 for spring (January) entry

When academic, language and financial abilities are certified, Clark Atlanta University will issue an I-20 or DS-2019 (Certificate of Eligibility). This document is to be taken to a U.S. Consulate to apply for a nonimmigrant student visa. Form DS-2019 (J-1 exchange visitor visa certificate) is usually issued to students who are funded by their home government or by an international organization. If no organizational sponsor is involved, an I-20 (F-1 student visa certificate) will be issued.

- **Application for International Exchange:** All students requiring an institutional certification of educational expenses for an Exchange Control Permit should request this as needed from the Office of Student Recruitment and Admissions.
- **Immigration and Naturalization Service (INS):** The Immigration Office, which serves Clark Atlanta University, is located in Atlanta, Georgia. However, most student papers are processed through the INS Data Processing Center in London, Kentucky, or the INS Regional Service Center in Dallas, Texas. Information and assistance concerning the filing of documents with the INS should be requested of the Office of International Student Services. It is important for international students to be aware of the types of documents which must be maintained and the requirements of the Immigration and Naturalization Service for maintaining legal status during their matriculation at Clark Atlanta University.
- **Passport:** A travel document issued by a competent authority (usually the government of the student's country of citizenship) showing the bearer's identity, origin, and nationality, which is valid for entry into a foreign country. A student's passport or travel document must be kept valid at all times.

- **Visa:** A visa to enter the United States as a nonimmigrant is a stamp or affixed on a page of the passport. It enables the passport bearer to request the immigration officer at the port of entry to grant admission to the United under conditions specified for the type of visa the bearer holds. D/S: This notation signifies "duration of status." It means that the student is eligible to remain in the U.S. until the completion of one or more academic programs so long as he/she is attending the school he/she was authorized to attend, is maintaining a full course of study, and is not engaging in illegal employment. If any of these conditions is not met, the student is no longer in legal status.
- **Visas Frequently Found at Clark Atlanta University:**
  - Permanent Resident. An immigrant is an alien who has been lawfully admitted to the United States for permanent residence. The word "immigrant" is interchangeable with "permanent resident," or "PR." Immigrants have the same legal rights and civil liberties that are held by U.S. citizens, with some exceptions.
  - F-1, Student
  - F-2, Dependent of Student (spouse or minor child)
  - J-1, Exchange Visitor (may be student, faculty, or researcher)
  - J-2, Dependent of Exchange Visitor (spouse or minor child)
- **Visa Related Forms Frequently Used at Clark Atlanta University:**
  - Form I-94 – Arrival/Departure Record. This is a small card issued to all non-immigrants upon entry into the U.S. It is stapled in the passport and contains the bearer's name, date of birth, country of citizenship, admission number, visa status, and authorized length of stay.
  - Form I-20 – Certificate of Eligibility. This document is issued to an admitted student who has shown proof of financial support for his/her studies to allow him/her to obtain a student visa (F-1) or to change from another visa status to student visa status. Students are to retain a copy of this form for travel. It must be revalidated annually for travel of the student, or for travel of dependent of student (F-2). The Form I-20 also contains any notations of permission to accept or continue part-time employment or practical training.
  - Form IAP-66 – Certificate of Eligibility for Exchange Visitor status (J-1). This form is issued by the Exchange Visitor's program sponsor indicating the term of appointment, length of stay, program definition, and financial arrangements. It is also necessary for temporary visits outside the U.S. by the J-1 student, for dependents (J-2), and for extension of the exchange visitor's stay.
  - Form I-538. This form is an application by a nonimmigrant student (F-1) for extension of stay, permission for practical training, or permission to accept or continue part-time employment.
  - Form I-506. This form is an application for change of nonimmigrant status. A nonimmigrant who entered the U.S. as a tourist (B-2) and has been accepted to Clark Atlanta University must apply to the Immigration and Naturalization Service for a change to student status (F-1) within the first thirty (30) days of attendance.
  - Form I-34 – Affidavit of Support. Students should confer with the Dean of Multicultural Affairs for information regarding securing and/or completion of any of the forms listed above.
- **Maintenance of Immigration Status:** Nonimmigrant students must register for and complete a full course of study during the academic year (Fall and Spring Semesters) in order to maintain their student status. Any student registering for less than a full course of study must have a letter on file with the Dean of Multicultural Affairs, from his/her academic advisor, department chair, or a physician explaining the need for a reduced load. Students entering Clark Atlanta University after attending another academic institution in the United States must file a notification of transfer with the Immigration and Naturalization Service within thirty (30) days of matriculating at Clark Atlanta University. Students should see the Dean of Multicultural Affairs to complete this process. Students on nonimmigrant visa may engage in on-campus employment that will not displace a U.S. resident. However, these students are not eligible to participate in the Federal Work-Study Program.

## Immunization Requirements

All first-time entering students, transfers, and international students enrolling at the University are required to provide proof of the following immunizations/tests prior to registration in order to avoid a "Medical Hold" during matriculation:

- 2 Measles, Mumps, Rubella (MMR)
- Tetanus – Tdap (within 10 years)



- Meningitis - Menomune-A/C/Y/W-135 or Menactra (within 5 years of matriculation)
- PPD (tuberculin) skin test (5mm or less), within one year of matriculation is required.
- A chest x-ray for students with a PPD reading greater than 5mm, within one year of matriculation is required.

Persons born prior to 1957 are considered immune and are therefore exempt from the MMR requirement. However, students will have to provide proof of remaining immunizations/test.

**Mail immunization records to:**

Clark Atlanta University  
Student Health Services  
223 James P. Brawley Drive, S.W.  
Atlanta, GA 30314

**OR**

**Fax immunization records to:**

(404) 880-6010 (Must include student name and 900# ID on all documents)

**OR**

**Upload your immunization records electronically with My Panther Health Portal I**

**It's easy as 1,2,3!**

**Step 1: Login to [cau.medicatconnect.com](http://cau.medicatconnect.com)**

**Step 2: Click the "immunizations" tab and input the dates of all listed requirements and PPD test result as documented on your immunization form.**

**Step 3: Click the 'upload' tab and choose the immunization document/picture you are uploading then select the file, then click 'upload'**

**You're all done!**

**\*Please note that your record will not be considered compliant until all three steps are completed**

## FINANCIAL INFORMATION

**Office of Financial Aid**  
**Haven-Warren Hall, Room 211**  
**Telephone: (404) 880-8992**

The Office of Financial Aid at Clark Atlanta University assists students in finding ways to pay for their college education. The philosophy of the Office of Financial Aid reflects that of the Department of Education. To the extent possible, the primary responsibility for paying for schooling rests with the student and his/her family. The University will attempt to provide financial assistance to those families who have been determined eligible based on the formula approved by Congress and used by the Department of Education. CAU will provide informational resources to all students and families regardless of eligibility. Such resources will enable parents and student to seek sources of financial aid outside the institution.

The mission of the Office of Financial Aid is to assist students and parents in navigating the financial aid process in order to identify adequate funding that will enable them to become financially enrolled at Clark Atlanta University. The vision of the Office of Financial Aid is to provide students with access to financial resources and student centered services while ensuring compliance with federal, state, and institutional regulations. The Office will meet expectations from internal and external constituents.

### **Students' Rights and Responsibilities**

Students have the right to know:

- The cost of attendance.
- The financial assistance available from federal and institutional sources.
- Procedure and deadlines for submitting applications for financial aid.
- How financial aid recipients are selected.
- How financial eligibility is determined, including resources the aid office considered available to the student.
- When and how financial aid funds are disbursed.
- An explanation of each type of award the student receives.
- The refund policy for students who withdraw.
- For any federal student loan received: the interest rate, the total amount to be repaid, when repayment begins, the length of the repayment period, and the cancellation or deferment provisions of the loan.
- For any Federal Work-Study job: a description of the job, the hours a student is eligible to work, the rate of payment, and how and when payment is made.
- The criteria used to determine Satisfactory Academic Progress (SAP) for financial aid purposes.
- How to appeal a decision by the Office of Financial Aid concerning an award.

Students have the responsibility to:

- Read directions thoroughly, complete all forms accurately, and comply with all deadlines.
- Submit any additional information or documents required by the Office of Financial Aid or other agency if applicable.
- Contact the Office of Financial Aid if an award letter is not received within two weeks of submitting all required documents.
- Read, understand, and keep copies of any forms the student is required to sign.
- Repay any student loans that are received.
- Complete Entrance and Exit Loan Counseling if federal loans are received while attending Clark Atlanta University. Loan Counseling can be completed at [www.studentloans.gov](http://www.studentloans.gov).
- Notify the Office of Financial Aid of any change in enrollment status or financial status, including any scholarships or grants received from outside sources.
- Notify the lender of any changes in your permanent address and enrollment status.
- Satisfactorily perform the work agreed upon in a Federal Work-Study job.
- Know and comply with all requirements for continuation of financial aid, including Satisfactory Academic Progress (SAP) requirements.
- Check the status of your account each semester using BannerWeb student self-service to verify that all eligible aid is applied to your account.
- Verify and update your permanent mailing address with the University Registrar each semester.

### **Application Procedures for Financial Aid**

#### **Complete a *Free Application for Federal Student Aid (FAFSA)***

To receive financial aid at Clark Atlanta University, all students must complete the FAFSA prior to the beginning of each school year. **The preferred method of completing the FAFSA is online.** Students who have access to the Internet should complete the FAFSA on the Web at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Students who received federal financial aid in the previous school year may receive a Renewal Application. The Renewal Application may also be completed online. When completing the FAFSA, students must list Clark Atlanta University's name and school code "001559" in the section that asks you to list the school you plan to attend. The address for Clark Atlanta University is 223 James P. Brawley Drive, S.W., Atlanta, GA 30314.

- **Priority Deadlines:** Students should complete and transmit their FAFSA by February 1 preceding the year for which they wish to receive financial aid. Other documents should be completed and submitted to the Office of Financial Aid by March 1, regardless of the semester in which students plan to enroll. Students who complete and submit all other required documents by March 1 will receive priority consideration and will be notified of their financial aid awards no later than April 15. Students who apply for financial aid after April 1 should allow 4 to 6 weeks to receive award letters. Students applying after June 15 should be prepared to pay their fees during registration and may be reimbursed based on their financial aid eligibility. Financial aid applications for spring semester must be completed by November 1.

### **Important Dates to Remember**

<b>February 1</b>	Priority deadline to submit FAFSA to the processor
<b>March 1</b>	All documents due in the Office of Financial Aid for priority treatment
<b>April 15</b>	All documents due in the Office of Financial Aid for students applying to attend summer session
<b>April 15</b>	Online Award Notifications available for new students for fall enrollment
<b>June 15</b>	Deadline to have all documents into the Office of Financial Aid for fall enrollment

- **Student Aid Report (SAR):** Students should receive an electronic SAR in approximately 3 to 5 days following submission of their electronic FAFSA and should carefully review the SAR to make sure the information is completely correct. If any information is incorrect, make the corrections online to the SAR and return it to the processor. Failure to comply may result in the student's application being delayed. The Office of Financial Aid will only receive your SAR information if Clark Atlanta University is listed in the school section.
- **Special Instructions:** Federal regulations require that Clark Atlanta University verify the accuracy of information provided by applicants for financial aid whom the Department of Education selects for a process called "**verification**." If the information on the SAR states that "***Your application has been selected for a review in a process called verification,***" students can either submit to the Office of Financial Aid a copy of the Tax Transcripts or they can use the IRS data retrieval to request their tax information. The Office of Financial Aid will not be able to accept the 1040, 1040A, or 1040EZ for completing the verification process. Students will also have to complete a **Verification Worksheet** that can be obtained from the Financial Aid section of the CAU website or from the Office of Financial Aid. Contact the Office of the Financial Aid to find out about additional information or documentation that may be needed. Students who do not complete the verification process as required **will not** be eligible to receive financial aid awards.

**Note:** The University's review of documentation may result in an adjustment to the aid award. Thus, it is in the student's best interest to notify the Office of Financial Aid regarding changes in information originally reported on the FAFSA.

- **Other Requirements:** New graduate students must be accepted for admission to Clark Atlanta University before their applications for financial aid can be processed. All students applying for financial aid (e.g., loans, work study, scholarships, grants, stipends) must complete the FAFSA and be admitted to Clark Atlanta University.
- **International Graduate Students and Noncitizens:** Federal and state financial aid programs are for United States citizens or permanent residents of the United States. International students are typically not eligible for federal and state aid. They may, however, qualify for institutional scholarship programs. International graduate students are warned that, in many instances, these programs provide only enough financial aid to cover some of the college expenses. At Clark Atlanta University, the financial responsibility of attending the University will be on the student and his family.

## Eligibility Criteria for Financial Aid Awards

To receive funds administered by the Office of Financial Aid, a student must:

- Be admitted or enrolled as a regular student in a degree-granting program
- Be a U.S. citizen or eligible noncitizen
- Have a valid social security number
- Be making Satisfactory Academic Progress (SAP) toward completion of his/her degree
- Not owe a refund on any federal grant and not be in default on any student loan previously received unless he/she can provide proof that satisfactory arrangements having been made with the lender
- Be registered with the Selective Service and the Immigration and Naturalization Service if required by law to do so
- Not have been convicted of drug related offenses

## Satisfactory Academic Progress (SAP) Policy for Financial Aid Recipients

Federal regulations and Clark Atlanta University policies require that students receiving federal financial aid must maintain **Satisfactory Academic Progress (SAP)**, while progressing toward successful and timely completion of degree requirements. The financial aid programs affected by SAP requirements include those offered by federal and state governments and the University. Students receiving funds from any of these sources must maintain SAP or face financial aid probation or denial of aid from all sources. Students awarded scholarships based upon merit must comply with the University's academic requirements in order to maintain their eligibility to continue to receive support. All students receiving financial aid must be evaluated to ensure they are satisfactorily progressing toward completion of their degrees. SAP is measured annually in the following two ways:

1. **Qualitative:** Graduate students must maintain a minimum CGPA of 3.0.
2. **Quantitative:** All students must successfully complete a minimum of sixty-seven percent (**67%**) of all credits attempted.  
Graduate students **cannot** attempt more than 150% of the number of credits needed for award of the graduate degree. Both quantitative measures are cumulative.

## The following policies apply in determining attempted credits:

- **Transfer Credits:** Transfer credits accepted from another college or university will be counted as attempted hours and will be applied to the maximum attempted hours allowed to complete a degree program. Transfer student must complete and pass 67% of courses taken for degree program.
- **Incomplete Courses:** Any course in which the "I" grade is given is counted in credit hours attempted. However, it is not included in credit hours earned until such time as the course is completed and a final grade has been awarded.
- **Maximum Period for Completion of a Degree:** Students are given a maximum period for completion of a degree that may not exceed 150% of the total credit hours required for the degree. A student who has completed the academic requirements for the degree or certificate he/she is pursuing but has not yet received the degree or certificate cannot receive further financial aid for that program.

- **Withdrawals:** All courses from which students officially withdraw ("W's" will be posted to students' academic transcripts) are included in the total number of credits attempted. *Excessive withdrawals from courses may result in the loss of financial aid as withdrawals count as credit hours attempted but not earned.*
- **Audit Courses:** Students do not receive academic credit for audited courses and are therefore not eligible to receive financial aid for courses which they audit.

### **Financial Aid Suspension**

Students not meeting the standards for Satisfactory Academic Progress (SAP) are automatically placed on financial aid suspension whereby he/she is not eligible to receive financial aid until he/she brings up the minimum required academic standards (outlined above). Students on financial aid suspension can appeal the decision.

**Appeal of Financial Aid Suspension:** Students not meeting the financial aid eligibility requirements by maintaining SAP may appeal the decision to terminate financial aid if extenuating circumstances were present. The student must adhere to the following requirements:

- Complete the Financial Aid Appeal Form available in the Office of Financial Aid or on the University's website ([www.cau.edu](http://www.cau.edu)).
- Provide documentation of the extenuating circumstance(s). The documentation must be directly related to the event(s) that affected the student's ability to achieve Satisfactory Academic Progress.
- Submit appeal to the Financial Aid Appeals Committee by July 1 prior to the start of the Fall Semester. Letters of appeals should be typed, signed by the student and include all supporting documentation. The decision of the Financial Aid Appeals Committee is final.

### **Financial Aid Probation**

A student who successfully appealed their **Financial Aid Suspension** may be placed on financial aid probation. Financial aid probation cannot exceed one semester. During this period, a graduate student is expected to improve his/her academic progress so that they are again meeting the minimum standards of 67% credit hour completion rate and a minimum CGPA of 3.0.

- **Reinstatement of Financial Aid Eligibility:** If a student loses eligibility for award of financial aid because he/she failed to achieve minimum required SAP academic standards and does not have extenuating circumstances, the student may have his/her financial aid eligibility reinstated by taking action that brings them into compliance with the minimum standards of 67% credit hour completion rate and a minimum CGPA of 3.0.
- **Academic Plan:** Students who are evaluated and it is determined that it would take more than one semester of probation to get them back to the minimum standards will be placed on an academic plan. The academic plan will outline how the student can get themselves back to the minimum academic standards to be eligible for financial aid within one year or two semesters. Students on an academic plan will be evaluated at the conclusion of every semester. Graduate students must contact their Academic Departments directly to obtain the Satisfactory Academic Progress Planning Form.

### **Cost of Attending Clark Atlanta University**

The cost of attending Clark Atlanta University for an academic year (fall and spring semesters) may vary from student to student, depending on the level of enrollment, dependency status, and the amount each individual requires for personal and living expenses. These estimated education-related expenses make up the ***Cost of Attendance***. It includes, but is not limited to, the amount the student must pay directly to the University to register for classes and room and board.

The Office of Financial Aid uses standard budgets (***Cost of Attendance***) for all students based on enrollment status which include tuition, fees, books and supplies, living (room and board) expenses, transportation, and personal expenses. If special circumstances exist such as expenses related to catastrophic losses or unusual medical bills, a student may request special treatment of the information reported on the FAFSA.

**Note:** Credit card bills, prior debts, automobile payments, maintenance and other personal discretionary expenses are not grounds for special treatment.

### **The Financial Aid Award**

The Office of Financial Aid attempts to assist as many Clark Atlanta University students as possible by using available funds provided by multiple sources. Financial assistance is awarded to meet educational expenses only and the aid is awarded on a first-come, first-served basis. The priority deadline for applying for financial aid is February 1 therefore students should complete their FAFSA at least four (4) weeks prior to the February 1 priority deadline to ensure that the Office of Financial Aid receives their electronic Student Aid Report (SAR) by the priority date. Students who comply with published priority deadlines for completing financial aid applications will receive consideration for all available funds. Students who apply after the published priority deadlines may receive financial aid awards if available. An application is complete when the Office of Financial Aid receives all required documents.

**Awards Based on Hours of Enrollment:** In determining the amount of the student's award, the financial aid staff assumes that the graduate student will be enrolled at least part-time (6 hours per semester) for fall and spring unless indicated otherwise. The aid award is subject to adjustment should the hours of enrollment change by the end of the Drop/Add Period for the term.

**Note:** Award revision may affect your billing statement from the Office of Student Accounts.

**Understanding the Online Award Notification:** The online financial aid notification represents an offer that is based upon provided information and funds available to the University at the time of the award. The availability of funds from federal programs is subject to Congressional appropriations and to changes in federal legislation.



Total Cost of Education represents the estimated cost of educational expenses for the award period (including tuition, fees, books and supplies, room, board, and miscellaneous). This is an estimate. Where the student lives and what he/she pays for transportation and personal expenses could cause the actual cost of education to be higher or lower.

**Expected Family Contribution (EFC)** includes total family contributions, which are determined from information provided by the student and his/her family on the FAFSA. Annual financial aid awards are usually divided into semester amounts and will be applied to the student's bill according to the way they are listed on the award letter. Students entering for the spring term only may be eligible to borrow their full annual Stafford loan amounts if loan funds were not used during the fall semester. The student may accept or decline any portion of the award online.

**Note:** If any portion of the award is declined, Clark Atlanta University will not replace it with other funds.

By accepting the award notification, the student is certifying that he/she understands and accepts his/her rights and responsibilities as an aid recipient at Clark Atlanta University as outlined in this publication. The student must notify the Office of Financial Aid if he/she does not accept the award as listed on the online award notification.

### **External Scholarships and Resources**

Financial aid recipients must notify the Office of Financial Aid if any awards are extended to them from sources other than Clark Atlanta University. Receipt of external awards may result in a revision of financial aid from Clark Atlanta University. It is also the student's responsibility to notify the Office of Financial Aid of any special instructions or billing information regarding external scholarships. No credit will be entered on the student's account before the check arrives. It is also the policy of the Office of Financial Aid to divide external scholarships equally between fall and spring semesters unless specified by the donor.

**Note:** The student should maintain a file containing all financial aid correspondence and information, all bills from the Student Accounts Office, and all promissory notes for loans accepted. It is possible that some of the financial aid received will be subject to federal income tax, particularly scholarships and grants that exceed the cost of tuition and related expenses. Keeping complete and accurate records now may save the student time later.

### **Funding for Summer Session and Study Abroad**

Depending upon the program and the student's final aid award, financial aid may be available to regularly enrolled students who choose to attend summer session or a summer study abroad program. Students planning to study abroad should meet with their financial aid advisor as far in advance as possible. Students who receive full eligibility of aid fall and spring semesters will not have eligibility for summer. The priority deadline for applying for summer financial aid is April 15. Contact the Office of Financial Aid for application information.

## **Types of Available Aid**

### **Federal Grants**

- **Teacher Education Assistance College and for Higher Education (TEACH) Grant:** Does not have to be repaid unless student fails to carry out service obligation, in which case student must repay TEACH Grant as Direct Unsubsidized Loan with interest accrued (accumulated) from date grant was disbursed (paid out to student)

For undergraduate, post-baccalaureate, and graduate students who are or will be taking course work necessary to become elementary or secondary teacher; recipient must sign Agreement to Serve saying he/she will teach full-time in designated teacher shortage area for four complete years (within eight years of completing academic program) at elementary or secondary school serving children from low- income families (Up to \$4,000 a year; total amount may not exceed \$16,000; Graduate student total amount may not exceed \$8,000)

*For more information see the Teach Grant Fact Sheet at [www.teachgrant.ed.gov](http://www.teachgrant.ed.gov)*

### **Institutional Scholarships**

Clark Atlanta University offers a number of graduate scholarships in most areas of study. To be eligible for graduate scholarships, students must be in a degree-seeking program, enrolled full-time and making satisfactory academic progress. Students must maintain a Cumulative Grade Point Average (CGPA) of 3.0 to retain their scholarships. Information regarding these scholarships is available on the CAU Website and through the Schools and Departments of the respective graduate programs as well as the Office of Financial Aid.

### **Federal Self-Help and Loan Options**

Most financial aid awards for graduate students include student loans and/or work-study employment. If the student wishes to exchange a loan for employment or employment for a loan, he/she should contact a financial aid advisor. Adjustments will be contingent upon the student's eligibility according to program regulation and on the availability of funds.

### **Student Employment Programs**

EMPLOYMENT IS AN AWARD FOR WHICH A STUDENT MUST WORK. Employment opportunities may be available both on and off campus.

- **Federal Work Study (FWS):** Federal Work Study (FWS) is an employment program awarded to students based on federal eligibility using the information provided on the FAFSA. Work-study students gain valuable work experience and skills and earn income while attending school to meet educational expenses. Students are given the opportunity to interview for a variety of jobs on campus before placement in a position. FWS students earning is based on the actual hours worked each pay period. The average work-study employee works 15 hours per week and can earn up to \$4,200 annually. Students should expect to receive pay checks bi-weekly. The amount of the FWS is the amount the student is eligible to earn for the academic year. FWS is not available to be applied to institutional charges and the earnings do not have to be repaid. FWS awards will not appear as credits on the bill from the Office of Student Accounts.

## Loan Programs

Loan funds from federal and private organizations must be repaid. Some loans require interest payments while the student is in school; others begin repayment after the student ceases to be enrolled at a postsecondary institution at least half-time. Some of the loans may be disbursed to the student in the form of checks that should be endorsed and used to pay any charges owed to the University. Most loan funds will be credited directly to the student's account after completion of the promissory note and other required documents. All loans are subject to cancellation if the student does not endorse checks promptly or fails to complete the required documents in a timely manner. When a student decides to take out a student loan, he/she is making a commitment to repay it. Repayment is mandatory whether or not the education program is completed. All first-time borrowers must participate in online Entrance Loan Counseling provided by the Office of Financial Aid. Before leaving Clark Atlanta University, all borrowers must have an exit interview to discuss repayment, deferment and cancellation provisions. Eligibility for loans will be based on the information received on the Student Aid Report (SAR). Students do not have to complete a separate loan application but will have to complete a promissory note agreeing to repay the loan.

**Note:** Loan awards typically increase as the student progresses toward degree completion.

1. ***Direct Unsubsidized Loan (Stafford):*** For undergraduate and graduate students enrolled at least half- time and meet all Stafford program requirements other than demonstrated need. Financial need is not required. The range is \$5,500-\$20,500, less any subsidized amounts received for same period, depending on grade level and dependency status. Loan must be repaid with interest. Current interest rate is 6.08% for graduate or professional students. The interest rate is subject to change.
2. ***Direct PLUS Loan:*** Loan is a credit driven loan made to creditworthy parents of dependent undergraduate students and for eligible graduate and professional students enrolled at least half-time. PLUS Loans are not based on need and may be used to replace the expected family contribution if the student also receives need-based financial aid. Maximum amount is cost of attendance minus any other financial aid student receives; no minimum amount. Students are required to file a FAFSA. Loan must be repaid with interest. Current interest rate is 7.08. Students should contact the Office of Financial Aid for application information.

## Veterans Benefits

Clark Atlanta University is approved for eligible nation's veterans, veterans with disabilities, active service personnel, reservists, and qualified dependents of deceased veterans (widows, war orphans, etc.) to receive VA Educational Benefits while attending the University. Students using the VA Educational Benefits to attend Clark Atlanta University must maintain Satisfactory Academic Progress (SAP). Veterans, as well as, widows, war orphans, etc. who fall below the minimum acceptable standing for two consecutive semesters will have their benefits terminated for failure to achieve satisfactory progress. While the student may continue to matriculate at the University, federal funds through the Veterans Affairs Administration will not be available until such time as the minimum acceptable cumulative grade point average has been reached.

To change from one school or training program to another, individuals receiving benefits under the Post-9/11 GI Bill, MGIB-AD, MGIB-SR, VEAP, or REAP will need to submit a VA Form 22-1995 "Request For Change of Program or Place of Training" to the Regional Processing Office serving your state. Individuals receiving benefits under the Dependents Educational Assistance Program will need to submit VA Form 22-5495. Both forms can be submitted online at [www.gibill.va.gov/apply-for-benefits/application/](http://www.gibill.va.gov/apply-for-benefits/application/). For submitting a paper copy of the form visit our forms page link at [www.va.gov/vaforms/search\\_action.asp](http://www.va.gov/vaforms/search_action.asp).

**The Yellow Ribbon Program and the Post-9/11 GI Bill:** The Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program) is a provision of the Post-9/11 Veterans Educational Assistance Act of 2008. The Post-9/11 GI Bill provides education benefits for service members who have served a minimum of 90 combined days on active duty after September 10th, 2001. This program allows institutions of higher learning (degree granting institutions) in the United States to voluntarily enter into an agreement with the Department of Veterans Affairs (VA) to fund tuition expenses that exceed maximum tuition and fee reimbursement per academic year. The institution can contribute up to 50% of those expenses and the VA will match the same amount as the institution. This award is meant to bridge the gap between Post-9/11 benefits and private university tuition and fees.

The current maximum tuition and fee reimbursement per academic year for the Post-9/11 GI Bill to eligible undergraduate students attending private institutions of higher learning can be found at [www.benefits.va.gov/gibill](http://www.benefits.va.gov/gibill). This rate changes every year on August 1.

**Note:** The student's tuition and fees may exceed the amount of the Post-9/11 GI Bill benefit if the student is attending a private institution.

Institutions that voluntarily enter into a Yellow Ribbon Agreement with the VA choose the amount of tuition and fees that will be contributed. The VA will match that amount and issue payment directly to the institution. Clark Atlanta University has agreed to extend the Yellow Ribbon to 25 students on a first come first serve basis from fall through spring semesters. This agreement does not include summer session. To apply for Yellow Ribbon Benefits contact CAU's VA Certifying Officer, located in the Office of the University Registrar.

## **Registration and Academic Records**

### **Office of the University Registrar and Student Records**

**Trevor-Arnett Hall, Room 102**

**Telephone: (404) 880-8938**

The mission of the Office of the University Registrar is to support educational processes and academic programs by providing and protecting academic records for the purpose of enrollment and degree certification.

The vision of the Office of the University Registrar is to provide excellent customer service to internal and external constituents by increasing the overall efficiency and effectiveness of the operations through the use of technology, while maintaining the integrity of academic records and ensuring the privacy and security of those records.

The University Registrar coordinates and posts to BannerWeb class schedules, student course registration, and enrollment verification. The University Registrar is responsible for degree certifications and graduation clearances and assists students by providing services related to maintenance and security of academic records, including official transcripts.

### **University Calendar System**

Clark Atlanta University follows the semester system in which the academic year is divided into two instructional semesters (Fall and Spring) of approximately 15 weeks each.

**Semester System:** The fall semester usually begins in late August and ends in mid-December. The spring semester usually runs from mid-January to early May. There is a vacation break between the semesters and one week spring break during the spring semester.

**Summer Session:** The Clark Atlanta University hosts a Summer Session which is available to students taking courses to make up deficiencies or to accelerate progress to completion of their degrees. The University publishes the schedule of courses with information on admissions, programs, tuition and fees, and availability of financial aid.

CAU's Academic Calendar and summer session information including admissions, programs and schedule of courses, tuition and fees, and availability of financial aid can be obtained on the University's website ([www.cau.edu](http://www.cau.edu)).

### **Registration Policy**

All students are required to complete registration before classes begin. The registration process results in a student's schedule of classes for a specific term and ensures the student has properly reserved a seat in a set of courses. Students must use the BannerWeb student self-service registration page to register for all classes. Students must pick up registration materials from the Office of the University Registrar, have registration forms approved by the department chair or

advisor, and register for courses by the end of the late registration period as defined in the University's Academic Calendar. If a student has not financially enrolled by the designated date, course registration will be cancelled by the University and the student will not be considered as currently enrolled.

Students will have the opportunity to drop and/or add courses at the beginning of each term during the specified dates. The last day for Drop/Add Period is specified in the University's Academic Calendar. Course adjustments after this date shall not be permitted. After this period students are allowed to withdraw from courses through the end of the withdrawal period as listed in the University's Academic Calendar. Students who are not properly registered and enrolled will not be permitted to attend classes or take examinations.

### **Early/Pre-Registration**

All students are encouraged to pre-register online through BannerWeb using their ID and registration PIN, which must be obtained from their respective advisors. Early/pre-registration occurs multiple times throughout the year and allows students to submit course requests in advance of the upcoming semester. Early registration also permits faculty and program administrators to review course requests and ensure appropriate student registration. Upon approval, students officially register by posting courses onto BannerWeb (self-service). Students needing assistance with posting courses are forwarded to the Office of the University Registrar for official registration posting.

For early/pre-registration dates, students must access the University's academic calendar posted on the CAU website. All course offerings can be viewed on BannerWeb. Once early/pre-registration is completed, class schedules may also be viewed on BannerWeb.

To assist students with the early/pre-registration process, the Office of the University Registrar has created instructions for early/pre-registration procedures. Students receive these instructions via their CAU e-mail prior to early/pre-registration. Students may also visit the CAU website for registration instructions.

### **Cross Registration**

**Cross-registration at the Atlanta University Center (AUC):** Undergraduate students of Clark Atlanta University may cross-register for courses at all the AUC schools with the exception of Morehouse School of Medicine. Graduate students of Clark Atlanta may cross register for courses at Morehouse School of Medicine. Students who want to cross-register must pick up a cross-registration form from their department. Completely fill out the information requested, specifically indicating the subject/course to be taken at the "host" institution. Once the form is complete, the student must get the approvals of his/her advisor and the other required signatures as indicated. The student must then turn it in to the Office of the University Registrar in order to be registered for the class. All cross-registration forms must be submitted by the end of the Drop/Add Period each term. Forms submitted after this date will not be accepted.

**Cross-Registration Outside of the Atlanta University Center:** Students from colleges and universities outside the AUC may take both undergraduate and graduate courses at Clark Atlanta University through the Atlanta Regional Consortium for Higher Education (ARCHE) affiliation. These students must apply for ARCHE cross-registration through their "home" institution. Their "home" institution must approve this application before they will be allowed to register at Clark Atlanta. This application must show evidence that the student has completed the appropriate prerequisites for the courses to be taken at CAU. It is the responsibility of the student to secure acceptance at his/her home institution for the transfer of academic credit. Once students submit the application to their "home" institution, the application is forwarded to CAU for acceptance and registration. Clark Atlanta has the right to deny cross-registration to any student based upon the rules and regulations governing registration and enrollment at CAU.

A Clark Atlanta University student may cross-register at a participating ARCHE school. The Clark Atlanta student must follow the same guidelines as stated above. An ARCHE school has the right to deny cross-registration to any CAU student based upon the rules and regulations governing their registration and enrollment. Clark Atlanta students must be in Good Academic Standing in order to be approved for cross-registration.

### **The Atlanta Regional Consortium for Higher Education (ARCHE)**

Institutions belonging to the ARCHE Consortium allow their students to cross-register for courses at other ARCHE colleges and universities on a space-available basis at the end of host institutions' registration periods. For students' approved to cross-register for courses at host institutions, the school of matriculation remains the students' home institution. Cross-registration requires a recommendation from the home institution and the approval of the designated representative of the host institution. Contact the University Registrar for registration deadlines.

- To be eligible for ARCHE cross-registration, students must be in Good Academic Standing, be financially enrolled, and be approved to register by the Chief Academic Officer at their home institutions. Cross-registered students must pay any special fees, (e.g., laboratory fees) to the host institution.
- Courses proposed for ARCHE cross-registration must not be offered concurrently at students' home institutions, and students must have completed all course prerequisites.
- Students may not cross-register for more than eighteen (18) credits during their matriculation to graduation.
- Students may cross-register for a maximum of two (2) courses per term, and the combined course load may not exceed the full-time allowable course load for the home institution.

### **Matriculation at Other Institutions (Transient Status)**

Clark Atlanta University graduate students in Good Academic Standing with a minimum cumulative GPA of 3.0 and does not have an outstanding student account balance may be approved to participate in selected programs (e.g., Boston University Early Medical School Admission Program, the Atlanta Regional Consortium for Higher Education (ARCHE), Study Abroad) that require them to matriculate at other regionally approved colleges and universities in approved transient status.



Transient students are subject to all rules and regulations of the host institution. Students seeking transient status from Clark Atlanta University must adhere to the following procedures:

1. **REGISTRATION:** Complete the Clark Atlanta University Transient Permission Form obtained from the University Registrar.
2. **ADVISEMENT:** Obtain coordination signatures from the student's Department Chair or Academic Advisor for courses that are equivalent to Clark Atlanta University courses.
3. **APPROVAL:** Obtain the approval signature of the Clark Atlanta University **Director of Graduate Programs** prior to enrolling at the transient institution.
4. **TRANSCRIPT:** Transient students must submit an official transcript to the University Registrar immediately upon return to Clark Atlanta University.

All final grades for the approved courses completed in transient status will be included in the student's Clark Atlanta University grade point average.

### **Student Records**

**Privacy of Student Records:** Release of information is governed by the guidelines of the Family Education Rights and Privacy Act (The Act). Within certain limits students have the right to prohibit the release of personal data without their permission.

**Family Educational Rights and Privacy Act (FERPA):** Clark Atlanta University, like other institutions of higher education, accumulates and maintains records concerning the characteristics, activities and accomplishments of its students. Because the University recognizes students' right of privacy, a policy regarding the confidentiality of the information which becomes a part of their permanent records and governing the conditions of its disclosure has been formulated and adopted. This policy reflects a reasonable balance between the obligation of the University to protect students' rights and privacy and its responsibility to society.

Students have the right upon request to the proper official to know of the existence and content of all materials that are in their official records kept by the University and to inspect and review such records except personally signed confidential documents placed in the file before January 1, 1975.

Students shall have the opportunity for a hearing by appropriate officials to challenge the content of their University records, to ensure that the records are accurate, not misleading or otherwise in violation of the privacy or other rights of students, and to provide an opportunity for the correction or deletion of any inaccurate or misleading or otherwise inappropriate data contained therein. The information listed below is considered "directory information" and may be released without permission from students. Students, however, do have the right to direct that any request must be filed in writing with the Office of the University Registrar. Directory Information includes:

- Student's Name
- Address
- Telephone Number
- E-mail

- Date and Place of birth
- Major field of study
- Dates of attendance
- Current enrollment status
- Degrees and awards received
- Most recent educational agency or institution attended
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams

Students who desire that any or all of the above information not be released must complete a Request to Prevent Disclosure of Information Form in the Office of the Registrar within five (5) working days after the close of the official registration period. All other information is considered confidential and may be released only under specific conditions. A full copy of the University's policy may be obtained in the Office of the University Registrar.

- **Telephone Requests:** In response to telephone requests, the University releases only students' enrollment status and previously published directory data. If callers require additional data, students must provide written authorization for release of such information. A copy of each authorization will be on file in the student's permanent record.
- **Faculty Requests:** Faculty will be granted access to students' academic records for the purpose of advisement and related matters. However, faculty must follow the appropriate guidelines with regard to release of information as required by the FERPA laws.
- **Student Requests:** No student will be given information about another student without written consent.
- **Parent or Guardian Requests:** The Act governs release of data to parents and guardians. The Act places the control of academic data in the hands of students.

**Change of Name and Address:** Every student is responsible for notifying the Office of the University Registrar of any change of name and address. Failure to do so can cause serious delay in the handling of student records and in notifying students in emergencies. Currently enrolled students may update their address online using the BannerWeb student self-service personal information page. Non-enrolled students must submit a written request and only the student has the authority to change his/her address. Name-change requests must also be submitted in writing and be accompanied by official documentation of the change. This documentation may be one of the following: marriage license, social security card, or official legal disposition of the change. A copy of this document must be on file in the student's official record.

### **Academic Transcript**

An academic transcript is a record of the student's academic history while matriculating at Clark Atlanta University. All courses and final grades that were taken while at CAU are documented on the transcript.

- **Official Transcript:** The official transcript is a record of a student's academic history. It bears the signature of the Registrar, the official seal of the University, and a release of information statement. Students may request official transcripts to be sent to colleges, universities, places of employment, and approved institutions. The Office of the University Registrar processes all requests within 5 - 10 business days; however, some requests may take longer to process due to other factors. Consistent with the provisions in the FERPA act, all requests will be processed within 31 days from the date of receipt. There is a nominal fee for all official transcript requests.
- **Unofficial Transcript:** The unofficial transcript for internal distribution and student use is a true copy of the student's official academic record. It does not contain the Registrar's signature or the University seal. A currently enrolled student may print an unofficial copy of his/her transcript utilizing the BannerWeb student self-service student-records page. The Office of the University Registrar processes all requests within 5 - 10 business days; however, some requests may take longer to process due to other factors. In accordance with FERPA, all requests will be processed within 31 days from the date of receipt. There is nominal fee for all unofficial transcript requests.

**Transcript Requests: All transcript requests must be made online or in writing via mail or in person to the Office of the University Registrar.** The following minimum information must be provided:

- Student name (while at Clark Atlanta University)
- Student ID number or Social Security number
- Date of initial enrollment
- Date of graduation (if applicable)
- Status while enrolled (undergraduate/graduate/summer)
- Name of transcript recipient
- Address to which transcript is to be sent
- Student's original signature

**Note: Fax and/or e-mail requests for transcripts will not be accepted or processed.**

**Release of Academic Transcript:** Students with outstanding financial obligations to the University or delinquent Perkins Loan payments may be denied release of an academic transcript. A new request for transcript must be made after the financial hold has been cleared.

### **Official Withdrawal from Clark Atlanta University**

Under exceptional circumstances (e.g., medical or family emergencies), students may need to withdraw from the University. Students must complete a University Withdrawal Form, which is available from the Office of the University Registrar. In order to complete the University withdrawal process, students are required to obtain clearance signatures and dates from the following: (1) the Academic Advisor or Chair of the student's major department, (2) the School Dean, (3) the Director of Graduate Programs, (4) the Vice President for Enrollment Services and Student Affairs, (5) the Director of Residence Life, (6) the Director of the Robert W. Woodruff Library, (7) the Director of Financial Aid, (8) the Director of Student Accounts, and (9) the University Registrar. The University

Registrar will include the completed University Withdrawal Form with the student's academic records. The date of the University Registrar's signature is the student's official date of withdrawal from the University. If the student has received support from Federal Title IV Financial Aid programs for the term in which the student is withdrawing, the official date of withdrawal from the University must be used to determine any required "Return of Title IV" funds to the Department of Education and the student's remaining financial obligation to the University. The University Registrar will post "W's" to the student's academic transcript for all courses in which the student is currently enrolled.

### **Release of Diplomas**

Diplomas are not released to students until all grades (including transfer grades) and test scores have been posted to the transcript. All final financial obligations to Clark Atlanta University, including the Financial Aid Exit Counseling, must also have been satisfied through the Office of Student Accounts and the Office of Financial Aid before a student's diploma can be released.

**Note:** Per the official Clark Atlanta University policy, students must complete all degree or certificate requirements in order to participate in Commencement activities.

## STUDENT ACCOUNTS INFORMATION

**Office of Student Accounts**  
**Haven-Warren Hall, Room 204**  
**Telephone: (404) 880-8037**

The mission of the Office of Student Accounts is to effectively manage and monitor student accounts receivable processes and services that successfully facilitate their continued matriculation at Clark Atlanta University. The vision of the Office of Student Accounts is to enhance the integration of technology-based student financial management services to support the students' financial enrollment obligation.

The Office of Student Accounts is responsible for handling all transactions affecting accounts receivable including billing students, recording payments, processing refunds, coordinating payment plans, collecting outstanding balances, and documenting the receipt of funds necessary for processing students' requests to have official transcripts mailed out.

Each semester the office ensures that students have met their financial obligations to the University before being permitted to register for classes, reserve housing or receive a transcript. The Office of Student Accounts is the final exiting point that each student must clear in order to graduate from the University.

**Undergraduate 2018 - 2019 Tuition and Fees**

<b>TUITION AND FEES</b>	<b>FALL 2018</b>	<b>SPRING 2019</b>
<b>Tuition 12-18 hours</b>	\$10,340	\$10,340
<b>Student Center Fee</b>	\$108	\$108
<b>Technology Fee</b>	\$114	\$114
<b>Library Fee</b>	\$350	\$350
<b>Sustainability Fee</b>	\$5	\$5
<b>Health Center Fee</b>	\$26	\$26
<b>Athletic Fee</b>	\$75	\$75
<b>Student Activity Fee</b>	\$75	\$75
<b>Total w/o insurance</b>	<b>\$11,093</b>	<b>\$11,093</b>
<b>Student Insurance **</b>	\$520	\$730
<b>Total with insurance</b>	<b>\$11,613</b>	<b>\$11,823</b>

**\*\* \$25 Lab/Studio Fee will be assessed per course when required**

\*Undergraduate tuition rate is \$882 per credit hour for 1-11 credit hours and an additional \$618 per credit hour for 19+ hours.

\*\*All Undergraduate students with the exception of International Students, Student-Athletes, and on-campus Graduate students may opt out of health insurance with proper coverage.

**Other Fees and Charges:**

Enrollment Confirmation Fee +	\$475 (New Undergraduate Students +Nonrefundable)
On-campus Housing Deposit	\$250 (Returning Students)
Late Enrollment Fee*	\$100
Graduation Fee	\$250
Stop Payment Fee	\$35

**Undergraduate Tuition and Fees 2019 – 2020 Academic Year**

<b>NEW STUDENTS</b>			
<b>TUITION AND FEES</b>	<b>FALL</b>	<b>SPRING</b>	<b>YEAR</b>
<b>Tuition 12-18 hours</b>	<b>\$10,444</b>	<b>\$10,444</b>	<b>\$20,888</b>
<b>Student Center Fee</b>	<b>\$108</b>	<b>\$108</b>	<b>\$216</b>
<b>Technology Fee</b>	<b>\$114</b>	<b>\$114</b>	<b>\$228</b>
<b>Library Fee</b>	<b>\$350</b>	<b>\$350</b>	<b>\$700</b>
<b>Sustainability Fee</b>	<b>\$5</b>	<b>\$5</b>	<b>\$10</b>
<b>Health Center Fee</b>	<b>\$26</b>	<b>\$26</b>	<b>\$52</b>
<b>Athletic Fee</b>	<b>\$75</b>	<b>\$75</b>	<b>\$150</b>
<b>Student Activity Fee</b>	<b>\$75</b>	<b>\$75</b>	<b>\$150</b>
<b>IncludED Book Fee</b>	<b>\$375</b>	<b>\$375</b>	<b>\$750</b>
<b>Total w/o insurance</b>	<b>\$11,572</b>	<b>\$11,572</b>	<b>\$23,144</b>
<b>Student Insurance **</b>	<b>\$532</b>	<b>\$746</b>	<b>\$1,278</b>
<b>First time student with insurance</b>	<b>\$12,104</b>	<b>\$12,318</b>	<b>\$24,422</b>
<b>* \$25 Lab/Studio Fee will be assessed per course when required</b>			
<b>** Health Insurance is included. You must complete a waiver if you do not wish to be covered. Student Athletes must be covered under the University's policy</b>			

Tuition for 1-11 hours      \$870 per hour

Tuition for hours over 18      \$624 per hour

<b>CONTINUING STUDENTS</b>			
<b>TUITION AND FEES</b>	<b>FALL</b>	<b>SPRING</b>	<b>YEAR</b>
<b>Tuition 12-18 hours</b>	<b>\$10,444</b>	<b>\$10,444</b>	<b>\$20,888</b>
<b>Student Center Fee</b>	<b>\$108</b>	<b>\$108</b>	<b>\$216</b>
<b>Technology Fee</b>	<b>\$114</b>	<b>\$114</b>	<b>\$228</b>
<b>Library Fee</b>	<b>\$350</b>	<b>\$350</b>	<b>\$700</b>
<b>Sustainability Fee</b>	<b>\$5</b>	<b>\$5</b>	<b>\$10</b>
<b>Health Center Fee</b>	<b>\$26</b>	<b>\$26</b>	<b>\$52</b>
<b>Athletic Fee</b>	<b>\$75</b>	<b>\$75</b>	<b>\$150</b>
<b>Student Activity Fee</b>	<b>\$75</b>	<b>\$75</b>	<b>\$150</b>
<b>Total w/o insurance</b>	<b>\$11,197</b>	<b>\$11,197</b>	<b>\$22,394</b>
<b>Student Insurance**</b>	<b>\$532</b>	<b>\$746</b>	<b>\$1,278</b>
<b>Total with Insurance</b>	<b>\$11,729</b>	<b>\$11,943</b>	<b>\$23,672</b>

\* \$25 Lab/Studio Fee will be assessed per course when required



On Campus Graduate Tuition is \$905 per credit hour plus \$753 in mandatory fees applicable to all students.

Online Graduate Tuition is \$609 per credit hour and there is also a \$42 per credit hour mandatory fee assessed at registration. Online Residency Fees: The Online Residency fee is \$750.00. It includes on-site lab activities, as well as, continental breakfast, lunch, and snack breaks on each full day. Additional costs at the expense of the student include, airfare, lodging, evening meals, and miscellaneous personal expenses.

**\*Graduate tuition is charged at a per credit hour rate.**

Other Fees and Charges:

Graduate Tuition Deposit (new/transfer)	\$150
Late Registration Fee*	\$100
Graduation Fee	\$250

\*A late registration fee is charged to the account of any student who fails to complete registration by the end of each semester's regular registration period as published in the University's Academic Calendar.

**Note:** The University's tuition and fee schedule is subject to change by action of the Board of Trustees. However, changes in tuition and fees do not occur during the semester. Students should obtain a current schedule of tuition and fees from the Office of Student Accounts or the University's website ([www.cau.edu](http://www.cau.edu)).

**2018 -2019 Residence Hall Information**

RESIDENCE HALL	SEMESTER	ANNUAL	DESCRIPTION
Beckwith Hall	\$2,805	\$5,610	One bedroom
Beckwith Hall	\$2,295	\$4,590	Two bedroom
Brawley Hall	\$3,315	\$6,630	Five, Six Bedroom
Brawley Hall	\$3,417	\$6,834	Four Bedroom
Merner Hall	\$2,754	\$5,508	Double Room
Pfeiffer Hall	\$2,754	\$5,508	Double Room
Holmes Hall	\$2,754	\$5,508	Double Room
CAU Suites	\$2,780	\$5,560	Four bedroom
CAU Suites	\$3,010	\$6,020	Two bedroom
CAU Suites	\$3,600	\$7,200	Super Suite -2 bed
CAU Suites	\$4,300	\$8,600	One Bedroom
Heritage Commons	\$3,570	\$7,140	Four bedroom
Heritage Commons	\$4,610	\$9,220	Two Bedroom
Beckwith Graduate Housing **	\$4,950	\$9,900	One bedroom

\*\* Beckwith Graduate Housing consists of seven (7) newly renovated homes.

All units consist of 4 bedrooms and 2 bathrooms at \$4,950 per bedroom.

This community is reserved primarily for Graduate Students and Seniors.

### 2019-2020 Residence Hall Rates

<b>RESIDENCE HALL</b>	<b>SEMESTER</b>	<b>ANNUAL</b>	<b>DESCRIPTION</b>
Beckwith Hall	\$ 2,809	\$ 5,618	Double Room
Merner Hall	\$ 2,809	\$ 5,618	Double Room
Pfeiffer Hall	\$ 2,809	\$ 5,618	Double Room
Holmes Hall	\$ 2,809	\$ 5,618	Double Room
Brawley Hall	\$ 3,486	\$ 6,972	Single Room
CAU Suites	\$ 2,780	\$ 5,560	Four bedroom
CAU Suites	\$ 3,010	\$ 6,020	Two bedroom
CAU Suites	\$ 3,600	\$ 7,200	Super Suite -2 bed
CAU Suites	\$ 4,300	\$ 8,600	One bedroom
Heritage Commons	\$ 3,570	\$ 7,140	Four bedroom
Heritage Commons	\$ 4,610	\$ 9,220	Two Bedroom
Beckwith Village*	\$ 4,865	\$ 9,730	1 Bedroom- Standard
Beckwith Village*	\$ 5,049	\$ 10,098	1 Bedroom- Jr. Suite
Beckwith Village*	\$ 5,232	\$ 10,464	1 Bedroom- Super Suite

\* Beckwith Village consists of (7) newly renovated homes; each with 4 bedrooms and 2 bathrooms.

### 2018-2019 Meal Plan Information

<b>MEAL PLANS</b>	<b>SEMESTER</b>	<b>ANNUAL</b>	<b>DESCRIPTION</b>
Platinum Unlimited <sup>1</sup>	\$2,008	\$4,016	Unlimited Meals + \$100 dining bucks
Gold	\$2,008	\$4,016	14 Meals per week + \$200 dining bucks
Silver <sup>2</sup>	\$1,724	\$3,448	10 Meals per week + \$250 dining bucks
Block 60 <sup>3</sup>	\$776	\$1,552	60 Meals per semester + \$150 dining bucks
Block 30 <sup>4</sup>	\$510	\$1,020	30 meals per semester + \$150 dining bucks
Block 20	\$340	\$680	20 meals per semester
Dining Bucks 250	\$250	\$500	\$250 dining bucks

### 2019-2020 Meal Plan Rates

<b>MEAL PLANS</b>	<b>SEMESTER</b>	<b>ANNUAL</b>	<b>DESCRIPTION</b>
Platinum Unlimited <sup>1</sup>	\$ 2,049	\$ 4,098	Unlimited Meals + \$100 dining bucks
Gold	\$ 2,049	\$ 4,098	14 Meals per week + \$200 dining bucks
Silver <sup>2</sup>	\$ 1,759	\$ 3,518	10 Meals per week + \$250 dining bucks
Block 60 <sup>3</sup>	\$ 792	\$ 1,584	60 Meals per semester + \$150 dining bucks
Block 30 <sup>4</sup>	\$ 520	\$ 1,040	30 meals per semester + \$150 dining bucks
Dining Bucks 250	\$ 250	\$ 500	\$250 dining bucks

<sup>1</sup> Required for all freshmen

<sup>2</sup> Minimum for sophomores

<sup>3</sup> Minimum requirement for residential juniors, seniors and graduate students

<sup>4</sup> Minimum requirement for non-residential juniors, seniors

The following policies govern all entering and continuing students:

- All tuition and other charges are due and payable on or before enrollment deadline date. Failure to satisfy this requirement or make satisfactory financial arrangements for each academic term will result in cancellation of registration.
- Financial aid awards and other payments made on account may be counted toward satisfying a student's financial obligation to Clark Atlanta University. Otherwise, students must pay outstanding charges from other resources by the deadline for enrollment.

**Note:** Federal financial aid in the form of Pell Grants and loans is normally **not** sufficient to cover the entire cost of tuition, fees, room, and board. Students should expect to pay a portion of these charges not covered by financial aid and loans, depending on students' financial aid eligibility, available funds, and housing arrangements.

### Tuition Payment Plans

#### ECSI Tuition Payment Plan

Students who have selected to enroll in the ECSI Tuition Payment Plan will receive monthly invoices regarding their installment plan payment. Failure to comply with the terms of the ECSI Tuition Payment Plan agreement will result in the cancellation of their payment plan. Any cancellation in payment plan or failure to accept a revised payment plan agreement will result in a hold being placed on the student's account at the end of the term which will prevent the student from registering for a future term.

Tuition Payment Plans are subject to change if additional charges are assessed to the student's account after the initial setup of a payment plan. Notification will be sent to the email address of the "Payer" on record. Acknowledgement of the change in payment budget must be accepted by the Payer to activate the revised payment plan. **Failure to accept the revised tuition payment plan will result in a remaining balance on the student's account.**

Payment plans are offered to students each semester to assist in paying the remaining balance for a current semester. A new payment plan must be established every semester after the students register for classes.

#### FALL 2018 PAYMENT PLAN INFORMATION

Term of Plan	Enrollment dates
5 months	July 1 - July 31
4 months	August 1- August 31
3 months	September 1- September 30
First installment plus \$70.00 application fee is due upon enrollment. Payments are due on the 1 <sup>st</sup> of each month.	

### **SPRING 2019 PAYMENT PLAN INFORMATION**

<b>Term of Plan</b>	<b>Enrollment dates</b>
5 months	November 11 - December 31
4 months	January 1- January 31
3 months	February 1- February 28 (29)
<b>First installment plus \$70.00 application fee is due upon enrollment. Payments are due on the 1<sup>st</sup> of each month.</b>	

### **FALL 2019 PAYMENT PLAN INFORMATION**

<b>Term of Plan</b>	<b>Enrollment dates</b>
5 months	July 1 - July 31
4 months	August 1- August 31
3 months	September 1- September 30
<b>First installment plus \$70.00 application fee is due upon enrollment. Payments are due on the 1<sup>st</sup> of each month.</b>	

### **SPRING 2020 PAYMENT PLAN INFORMATION**

<b>Term of Plan</b>	<b>Enrollment dates</b>
5 months	November 11 - December 31
4 months	January 1- January 31
3 months	February 1- February 28 (29)
<b>First installment plus \$70.00 application fee is due upon enrollment. Payments are due on the 1<sup>st</sup> of each month.</b>	

### **Fees Associated with the ECSI Tuition Plan**

The payment plan requires an enrollment fee of \$70.00 along with the first month's installment to activate your payment plan. Installment payments are subsequently due on the 1st of every month regardless of what day you enroll in the tuition payment plan. Students must set up a new payment plan at the beginning of every term. The University does not offer payment plans during summer semesters.

#### **To Enroll in ECSI Tuition Payment Plan**

Students must log on to [BannerWeb](#) and complete the following steps:

- 1. Select Student Services and Financial Aid**
- 2. Select Student Records**
- 3. Select ECSI Tuition Payment Plan**

**Note:** If students fail to pay their balance in full for the semester in which the charges are incurred, they will not be allowed to register for classes or receive additional services until all financial obligations have been met.

## Billing Information

All tuition, fees, housing and meal plan charges must be paid each semester by the dates as published in the University's Academic Calendar. Failure to meet payment deadlines may result in course cancellation.

**Note:** Students should activate their CAU email address as soon as possible as this is the University's official method of communicating with students.

**Responsibility for Paying Charges:** Students are responsible for satisfying all tuition and other charges in accordance with the terms described herein on or before registration each semester.

**Methods of Payment:** Before the start of each academic year, the University publicizes the deadlines for students to clear their financial obligations. Payment for charges may be made by cashier's check, money order, certified check or credit card (American Express, Discover, MasterCard, or Visa) through the following methods:

- To pay online by credit card: access Banner Web at [www.cau.edu](http://www.cau.edu) or log on to <https://cauoraapp.cau.edu>. Students will need both their CAU student identification numbers and PIN numbers in order to access Banner Web.
- Mail money orders and certified funds payable to:  
Clark Atlanta University  
Office of Student Accounts  
223 James P. Brawley Drive, SW  
Atlanta, GA 30317

Payments can be made in person. The office is located on the second floor of Haven-Warren Hall, Room 204.

## Credit Balance Refunds

Financial aid disbursements occur after the 10th day of the academic period in order to comply with federal regulations regarding certification of class attendance. Funds generally are not applied to students' accounts until the financial enrollment process has been completed and the attendance requirement has been met. Loans funds for first-time borrowers are not disbursed until the 30th day of class, per federal regulations.

Students who are the recipient of the Pell Grant and have a credit balance upon confirmation of enrollment are advanced funds by the 7<sup>th</sup> day of the academic term to purchase books and supplies. The method of delivery of the advance will depend upon the student's selected refund preference with BankMobile.

## BankMobile

Clark Atlanta University offers the service of delivering student refunds more quickly and conveniently through [BankMobile](#). To sign up, students must complete a Panther PAW and [BankMobile](#) consent agreement by logging into [www.cau.edu/auxiliary-services/Panther PAW Card](http://www.cau.edu/auxiliary-services/Panther PAW Card). To ensure accurate processing of your refund via [BankMobile](#), please be sure to have your consent form completed by the close of business the day before refund processing. Refunds are generally processed every Wednesday. For more information about BankMobile, visit this link: <https://bankmobiledisbursements.com/refundchoices/>.

### Notes:

- Credits from external scholarships may need approval from donor before refund is processed.
- Institutional scholarships are nonrefundable.

**Parent PLUS Loan Refunds\*** will be mailed to the parents at the address on record for the Parent. Upon written notarized authorization by the parent, Parent PLUS Loan may be refunded to the student. Students will not be allowed to pick up Parent PLUS Loan refunds.

**Official Withdrawals and Cancellations:** The **Official University Withdrawal Period** begins on the first official class day of the fall and spring semesters. Students who officially withdraw from the University during the first five (5) weeks of the fall or spring semester may be entitled to a partial refund of tuition, fees, and room and board in accordance with the following schedule:

<b><u>Withdrawal Point Fall/Spring Semester</u></b>	<b><u>Refund</u></b>
<b>Within first ten (10) days of classes (Drop/Add)</b>	100%
Between weeks two (2) and three (3)	80%
Between weeks three (3) and four (4)	60%
Between weeks four (4) and five (5)	40%
Between weeks five (5) and six (6)	20%
Beyond six (6) weeks	0%
<b>Summer Session Only</b>	
<b>Within first three (3) days of classes</b>	100%
Within one (1) week	66%

All refunds are determined by the date that the University Registrar signs the student's official withdrawal application from the University. While a refund of institutional charges may be appropriate, students receiving federal and state funds may not receive a refund. A refund caused by federal and state aid will be returned to the appropriate federal or state financial aid program.

### Collection of Past Due Balances

Upon withdrawal from the University, a student may have an outstanding balance. If the balance is not paid, the account will be turned over to the University's collections department for collecting the amount owed to the University. If the balance is not paid by end of the subsequent semester, this balance may be referred to a third-party collection agency. The student will be responsible for any attorneys' fees and other reasonable costs and charges necessary for the collection of any amount not paid.



## How Financial Aid Payments are Applied

To become enrolled for a term, students are required to satisfy all of their financial obligations to the University.

**Billing and Registration:** The billing statement mailed to students by the Office of Student Accounts will list the charges for tuition, fees, and room and board for students living in campus housing, plus any other amounts owed to the University. Some of the financial aid the student is eligible to receive for the academic term may appear as a credit on his/her account if all documents were received by the Office of Financial Aid at least two (2) weeks before the bill was produced. For student loans, the amount credited to the account may be less than the amount that appears on the award letter. This difference results from the loan origination fees deducted from the loan by the lender.

**Credit:** Financial aid awarded may appear on the student's invoice after he/she registers for classes. This aid will not be applied to the student's account until he/she has met all eligibility requirements and enrollment is complete. Listed are examples of aid that will be applied to the student's account after the start of the semester:

1. Federal Subsidized loans, Unsubsidized loans, Parent Plus loans, Graduate Plus Loan (pending receipt of funds from the student's lender)
2. Federal Student Equalization Opportunity Grants
3. Federal Pell Grants
4. CAU Tuition Waiver
5. Scholarships

Financial aid awarded prior to the start of the semester will be listed as pending on the student account statement. This will allow for students to complete the enrollment process. Once the semester has begun and attendance confirmed funds will be credited to the student account.

**Private Loan Funds:** Most private loan funds are sent to the institution by Electronic Fund Transfer (EFT) and do not require the student's signature. Excess loan funds will be available approximately five (5) working days after the last day of Drop/Add Period.

**Wire Transfers:** The University has arranged with some lenders to transfer loan proceeds electronically from the lender directly to the student's account. In these instances, a loan credit will appear on the student's account and check endorsement will not be required.

**Scholarship Checks:** Donors may send a scholarship check to Office of Student Accounts on behalf of the student. Scholarship checks should be made co-payable to Clark Atlanta University and the student. If the scholarship check is co-payable, the student must endorse the check in the Student Account's Office. If the scholarship check is made payable to Clark Atlanta University only, it does not require the student's endorsement. The amount of the scholarship will appear as a credit on the student's billing statement. If the student wishes to use the scholarship to assist in covering his/her charges, the student is responsible for ensuring that the scholarship check is received by the Office of Student Accounts by the time charges are due.

**Note:** The student is responsible for paying in full each semester the balance due on his/her bill. If the student chooses to pay in installments rather than in full, he/she may setup a payment plan with ECSI via the student's BannerWeb Account.

### **Return of Funds to Title IV Policy**

This is a federally mandated policy that governs the return of Title IV funds disbursed to students who withdraw from Clark Atlanta University. This policy deals with federal aid only and does **not** affect the student's charges. Federal Work-Study funds are excluded from this policy. Students should contact the Office of Student Accounts for further information on how their charges may be affected if they withdraw from all classes.

Students may officially withdraw from the University following the official university withdrawal procedures or stop attending classes without formal notification to withdraw which is considered "Unofficially Withdrawn". This policy affects both, the students who officially or unofficially withdraws from the University for the term and have been awarded Title IV Federal Financial Aid. If the Office of Financial Aid posts federal aid to the student's account and the student withdraws from all classes the Office of Financial Aid may be required to remove some or all federal aid from the student's account and return it to the funding source. The amount of federal aid that will be removed depends on the date on which the student withdraws during the semester.

The return of Title IV funds is based on the date the student withdraws from the University. The date of the University Registrar's signature is the student's official date of withdrawal from the University and a final grade of "W" is assigned to the student's academic transcript for all courses in which they were enrolled. If the student has received support from Federal Title IV Financial Aid programs for the term in which the student is withdrawing, the official date of withdrawal from the University must be used to determine any required "Return of Title IV" funds to the Department of Education and the student's remaining financial obligation to the University. The calculation used to determine the return of Title IV funds is the same for both official and unofficial withdrawals as follows:

*During the first **60%** of the enrollment period (semester or term), a student earns federal funds in direct proportion to the length of time he/she remains enrolled. A student who remains enrolled beyond the **60%** point of the enrollment period earns **100%** of the financial aid awarded for the term.*

The percentage of the period that the student remained enrolled is determined by dividing the number of days the student attended by the number of days in the term. Calendar days are used in the determination of percentages. Breaks of five (5) days or longer are excluded in the calculations. If the amount of Title IV funds disbursed is greater than the amount of Title IV funds earned by the student, a return of Title IV funds is necessary. Both the University and the student are responsible for returning a percentage of the unearned aid.

The Office of Financial Aid calculates the Return of Funds and determines what proceeds must be returned to funding agencies in the following order:

- Unsubsidized Direct Stafford Loans (other than PLUS Loans)
- Subsidized Direct Stafford Loans
- Federal Perkins Loans
- Federal PLUS Loans

- Direct PLUS Loans
- Federal Pell Grants for which a return of funds is required
- Academic Competitiveness Grants for which a return of funds is required
- National SMART Grants for which a return of funds is required
- Federal Supplemental Educational Opportunity Grants (FSEOG) for which a return of funds is required
- Federal TEACH Grants for which a return of funds is required
- Iraq and Afghanistan Service Grant for which a return of funds is required

Once the funds are debited and returned to the appropriate programs the student may end up with a balance owed to the University as they have not earned all the funds that were initially credited to their account. In some instances, as a result of the Return to Title IV Calculation a student may be obligated to return a Title IV grant overpayment. The repayment is made the same order that is required for schools. Students will be officially notified if they have an overpayment.

Grant overpayments may be resolved through:

- Full and immediate repayment to the institution;
- Repayment arrangements satisfactory to the school; or
- Overpayment collection procedures negotiated with Debt Resolution Services, 1-800-621-3115

**Note:** All students leaving the University, for any reason, are advised to contact the Office of Student Accounts, the Office of the University Registrar, and the Office of Financial Aid to ensure that all financial matters are handled properly.

## **OFFICE OF STUDENT SERVICES AND CAMPUS LIFE**

### **Office of Student Services and Campus Life**

**Bishop Cornelius L. Henderson Student Center, Suite 250**

**Telephone: (404) 880-8040**

The Office of Student Services and Campus Life includes: Career and Professional Development, Counseling and Disability Services, Residence Life and Student Development, Recreational and Intramural Sports, Religious Life, Student Leadership and Engagement, Student Health Services. Each department/unit provides the very best services and empowers co-curricular experiences for students at Clark Atlanta University.

The mission of the Office of Student Services and Campus Life is to responsibly provide enriching student support services that facilitate the holistic development of students.

The vision of the Office of Student Services and Campus Life is to collectively build and execute a rich array of student-centered, co-curricular experiences in collaboration with academic support services that contribute to undergraduate and graduate student persistence and graduation.

### **General Regulations**

#### **Student Rights and Standards for Personal Conduct**

Clark Atlanta University endorses both the academic freedom – freedom to teach and freedom to learn; freedom to think, freedom of speech, freedom to write, and freedom to publish as well as the American citizenship freedoms, including freedom of peaceful assembly, freedom of the press, and freedom to petition for redress of grievances. The University continuously seeks constructive changes and works with faculties and student government associations in order to make necessary revisions in programs and procedures. It respects the right of students to criticize, dissent, and protest.

But academic freedom is not academic license. Therefore, in the interest of ensuring the education which students are here to receive, the University does not tolerate the use of physical obstruction which infringes upon the freedom of others, denies the opportunity for teachers to teach and for students to learn, and interferes with the right of speakers to speak and listeners to listen. The University maintains that the rights and freedoms of students do not include the right to hamper and restrain the movements of others; to interfere with school operations, including the conduct of classes and performance of office work; to obstruct movement into, through, and out of school buildings; to disrupt school operations; to seize and occupy school buildings; and to injure persons, or to damage and destroy property.

The University affirms that there is no place in this free school – dedicated as it is to support the basic principle that free inquiry and free expression are fundamental and indispensable rights which should be enjoyed by all members of the academic community – for dissent which expresses itself through the use of physical force and/or physical obstruction. Therefore, students who use physical

force will be held fully responsible and appropriately disciplined in accordance with the "Code of Student Conduct," as published in the Student Handbook.

Clark Atlanta University exists under provisions of Georgia law and each student, whether or not a resident of the State of Georgia, is required to abide by those provisions. Possession of alcoholic beverages, drugs, and firearms by minors is in violation of Georgia law and Clark Atlanta University policy.

Upon matriculation at Clark Atlanta University each student becomes a citizen of the University community, entering voluntarily into a liberal agreement based on freedom and responsibility. All regulations have been established as basic requirements for the orderly functioning of the University community and are based on the assumption that students require minimum regulations.

Major offenses include the utilization of University facilities for sexual misconduct; the illegal use and/or sale of narcotics; theft; gambling; sexual assault; and the possession of firearms and/or explosives. Students found guilty of any of these offenses will be suspended or permanently dismissed from the University.

#### **Due Process**

A student accused of a serious offense is notified in writing of the specific charge by the Vice President for Student Affairs. The student is also notified in writing of the time and place of the review of the case and has reasonable time and opportunity to prepare a defense. The student also may testify and present evidence in his/her behalf in accordance with the procedures set forth in the "Code of Student Conduct."

## **STUDENT SERVICES AND CAMPUS LIFE**

### **Department of Athletics**

**Vivian W. Henderson Center/Gymnasium, Room 211**

**Telephone: (404) 880-8126**

Clark Atlanta University has been a member of the Southern Intercollegiate Athletic Conference (SIAC) of the National Collegiate Athletic Association (NCAA) for Division II schools since 1913, when the Conference was established. Since that time, the Clark Atlanta University athletics program has developed excellent players in each sport that it sponsors. The University's Intercollegiate Athletics programs afford students the opportunities to enjoy and distinguish themselves in sports, as well as provide excellent athletic competition. For the enjoyment of the student body, faculty, and community, varsity teams in baseball, football, men's and women's basketball, men's and women's cross country and track and field, women's volleyball, women's tennis, and softball compete with teams from various colleges throughout the area. Eight (8) SIAC Conference championships in the past eight years attest to the strength of the University's athletic programs.

The mission of the Athletics Department is to provide a comprehensive intercollegiate sports program for men and women that foster their academic, athletic, spiritual, and personal growth and development leading to graduation and life after the University. The vision of the Athletics

Department is to earn recognition as a premiere athletic program with diverse student-athletes excelling in academics, community service and post-season competition.

### **Recreational and Intramural Sports Program**

The Department of Leadership and Student Development coordinates a recreational program, which includes worthwhile leisure and recreational opportunities. The program also includes intramural sports such as flag football, powder puff football, kickball and basketball. Residential and commuter students are encouraged to participate in the recreational/intramural activities. The mission of the Recreational Sports program is to provide a broad and diversified program of sports and activities that meet the needs and interests of the Clark Atlanta University community. The recreational sports program comprises intramurals, sports clubs, funk/step aerobics, and open recreation (Billiards, open gym, weight room). Up-to-date information concerning scheduled activities can be obtained by on campus flyers, the Student Activity Calendar and other University publications.

### **Office of Student Health Services**

**128 Mildred Street**

**CAU East Suites Building**

**Telephone: (404) 880-8322**

The mission of Student Health Services is to provide quality acute healthcare to all eligible CAU students and to promote health education awareness programs that assist students in making health and wellness a priority. The vision of Student Health Services is to offer expanded, responsive and preventive health services to students and promote evidence-based health education programs and support to maintain healthy lifestyles.

The Office of Student Health Services staff assists the University in meeting these objectives by providing treatment of episodic acute illnesses, preventive health care, and health education. These services are designed to help students maintain good health and to achieve their primary goal – that of obtaining a higher education. In case of illness, the student must report promptly to the Student Health Center, the residence director, or appropriate dean's office. In cases of emergencies, families are notified promptly. Students are urged to seek assistance before their illness becomes incapacitating.

### **Hours of Operation:**

<b>Student Health Center</b>	<b>Physician's Center</b>
Monday to Friday – 9:00 a.m. to 5:00 p.m.	Monday 1:00 p.m – 5:00 p.m. , Wednesday, Thursday and Friday 9:00 a.m. – 1:00 p.m.
Saturday and Sunday – Closed	Tuesday, No physician
After hours and weekends, contact the Department of Public Safety at <b>(404) 880-8623</b>	For all emergencies, contact the Department of Public Safety at <b>(404) 880-8911</b>

All nonemergency visits to the Student Health Center should be made when the student has no scheduled classes. The Student Health Center is closed when the University is not in session.



In case of illness, the student must report promptly to the Office of Student Health Services. The Department of Public Safety is the designated first responder. Students are urged to seek assistance before their illness becomes incapacitating. In case of emergencies, families are notified promptly.

**Outpatient Service:** Office treatment at the office of Student Health Services is provided without cost to the student. Referrals are made for chronic or specialized care. The Office of Student Health Services is not responsible for medical fees or expenses derived from treatment rendered by any outside physician or facility. Students are required to obtain a referral prior to an outside physician's visit when using the University's health insurance plan. Refer to the online brochure for more information.

**Illness Excuse Policy:** Students who are too ill to attend classes are advised to report in person to the Office of Student Health Services for evaluation and disposition. Excuses will be granted based on the University's excuse policy.

**Eligibility for Treatment:** All enrolled students are eligible for treatment and services offered by the Office of Student Health Services. Students seeking care must present their University identification card and must have the required health documentation on file.

**Insurance Coverage:** The University offers a compliant comprehensive medical plan under the Affordable Care Act. All full-time undergraduate students, all residential students, and all international students with F1 or J1 visas are required to participate in the University's insurance plan. Students with comparable coverage from a parent, spouse or other source may apply for a waiver. All students are required to participate in the University's plan. This plan is renegotiated annually, and as such, benefits and cost are subject to change. Specific questions may be directed to the Office of Student Health staff at (404) 880-8322. Graduate students may opt out of health insurance with proper coverage.

### **Immunization Requirements:**

All first-time entering students, transfers and international students enrolling at the University are required to provide proof of the following immunizations/tests prior to registration in order to avoid a **"Medical Hold"** during matriculation:

- 2 Measles, Mumps, Rubella (MMR)
- Tetanus – Tdap (within 10 years)
- Meningitis – Menomune Quadrivalent: A/C/Y/W-135; 1 or 2 doses (within 5 years of matriculation)
- PPD (tuberculin) skin test (5mm or less), within one year of matriculation is required  
A chest x-ray for students with a PPD reading greater than 5mm, within one year of matriculation is required
- IGRA is acceptable for TB screening
- Medical and religious exemptions must be notarized on the CAU immunization form.

Persons born prior to 1957 are considered immune and are therefore exempt from the MMR requirement. However, students will have to provide proof of remaining immunizations/test.

**Mail immunization records to:**

Clark Atlanta University  
Office of Student Health Services  
223 James P. Brawley Drive, S.W.  
Atlanta, GA 30314

**OR**

**Fax immunization records to:**

(404) 880-6010 (Must include student name and 900# ID and contact number on all documents)

**OR**

**Upload your immunization records electronically with My Panther Health Portal I**

**It's easy as 1,2,3!**

**Step 1: Login to [cau.medicatconnect.com](http://cau.medicatconnect.com)**

**Step 2: Click the "immunizations" tab and input the dates of all listed requirements and PPD test result as documented on your immunization form.**

**Step 3: Click the 'upload' tab and choose the immunization document/picture you are uploading then select the file, then click 'upload'**

**You're all done!**

**\*Please note that your record will not be considered compliant until all three steps are completed**

**Office of Counseling and Disability Services**

**Trevor Arnett, 3<sup>rd</sup> Floor**

**Telephone: (404) 880-8044**

The mission of the Office of University Counseling and Disability Services is to provide personal counseling and consultation services to CAU students for a wide array of mental health issues and to offer outreach programs to enhance students' overall well-being and academic progress. The vision of the University Counseling and Disability Services Center is to prevent the occurrence and escalation of mental health issues and problems by advocating early intervention and by providing increased student mental health educational awareness programs to foster a psychologically healthy, interpersonally effective and well-functioning student body.

The Office of University Counseling and Disability Services is a comprehensive mental health counseling and personal assistance facility providing psychological, emotional and social development services and resources to all CAU students. The Office seeks to enhance the overall well-being, psychological and interpersonal functioning of students. The Office of University Counseling

and Disability Services offers individual and group counseling, drug and alcohol awareness and prevention counseling, stress and anger management skills-building strategies, as well as an array of personal/social development programs.

To meet its charge, the Office staff consists of a director, licensed psychologist, other licensed mental health counselors, and support staff who serve both undergraduate and graduate students during their matriculation at Clark Atlanta University. Staff members have been carefully selected to provide students with a counseling office responsive to their individual needs, and coordinates and implements programming aimed at fostering the students' total psychosocial development.

The Office is open Monday through Friday, 9:00 a.m. to 5:00 p.m. After-hour appointments also may be arranged by request. Students may schedule their own appointments, or they may be referred by University administrators, faculty, staff, or other interested parties. All services are strictly confidential.

### **Disability Services**

Clark Atlanta University is committed to the implementation of the Americans with Disabilities Act (ADA). Services include, but are not limited to, academic adjustments, auxiliary aids and services, student services, mentorship programs, readers and scribes, career counseling, seminars, priority scheduling tutorial services, referral to state and community resources, and disability parking.

### **Office of Religious Life**

**Trevor Arnett, 3<sup>rd</sup> Floor**

**Telephone: (404) 880-6119**

The mission of the Office of Religious Life, guided by its affiliation with the United Methodist Church, is to promote spiritual awareness within the University community that will undergird the scholastic and social interactions of its constituents. The vision of the Office of Religious Life is to empower students to become spiritually, socially and culturally engaged to positively impact the campus and the global community.

The Office of Religious Life, under the direction of the University Chaplain, seeks to foster a university-wide culture of increased spiritual awareness and respect for diverse faith traditions supported by an intellectual, cultural, and socially curious environment. The office endeavors to provide the theology, counseling, programming, and opportunities for spiritual formation, guided by sound moral and theological values, to the entire university community. In addition to forming a faith community on campus, faith enrichment opportunities are available through service learning projects, participation in campus-wide functions, and local civic events.

At Clark Atlanta University, Weekly Chapel Services are at the heart of Religious Life and includes a variety of programs such as Faith Enrichment, Chapel Assistants Program, CAU Worship Choir, Spoken Word Ministry, Praise Dance and Mime Ministry, Small Group Studies, Prayer and Counseling, Muslim Student's Association, Monthly Spiritual Awareness Forums and Monthly Leadership Development Trainings. The office also collaborates with the University divisions, a number of student organizations as well as associated campus ministries to ensure that our community has

access to a diverse number of opportunities for holistic faith formation. Clark Atlanta University enjoys a rich close relationship to the General Board of Higher Education and Ministry of the United Methodist Church.

**Office of Residence Life and Student Development**  
**Bishop Cornelius L. Henderson Student Center, Suite 245**  
**Telephone: (404) 880-8074**

### **Residence Life and Student Development Mission**

The Office Residence Life and Student Development at Clark Atlanta University, in support of the University's mission, purpose and strategic plan, is committed to developing a safe and supporting living and learning environment; through the implementation innovative learning programing and academic interventions. While developing a community of holistic student embrace through the promotion of African center ethos. Through this approach students receive the opportunity empowering students to altruistically engage in creating change in self and the greater community.

- Excellent customer service, high quality, prompt delivery of service
- Exceptional living conditions, safe, accessible and functional facilities
- Implementing intentional educational programming to positively affect student mattering, retention, engagement, and academic-excellences.

### **Residence Life and Student Development Vision**

The Office Residence Life and Student Development at Clark Atlanta University will be a premier living-learning community that is recognized amongst all universities and colleges for its innovation, collaboration and excellence. The Office Residence Life and Student Development at Clark Atlanta University will strive to be the heartbeat of the University community, and essential in the development of our students.

### **Living and Learning Communities**

- Living and Learning Communities (LLC) provide students the opportunity to connect with someone as soon as they arrive to their selected institutions.
- LLCs consists of a group of students with similar majors or interests who live on the same floor or floors of a Residence Hall.
- Research suggests students who participate in a living and learning community are more likely to be retained by their selected institution.
- LLCs give students the opportunity to explore the area, participate in shared coursework and start the path towards academic success.

### **On-Campus Housing**

The University's residence halls provide students with comfortable and safe housing as well as close proximity to classrooms, library and the other support facilities of the University. Since the residence hall environment also has an impact upon the development and well-being of residents, programs and services of the Office of Residence Life and Student Development is dedicated to fostering a high quality on-campus housing experience. All students with less than 58 credit hours are required to reside on campus.

**Room Reservations and Assignments:** All students must apply and complete housing application online at [www.cau.edu/studentaffairs/residence-life.html](http://www.cau.edu/studentaffairs/residence-life.html). Students can secure housing online after the following required fees are posted to their account. (For fee charges, see Student Accounts page)

- New students must pay a one-time nonrefundable **Enrollment Confirmation Fee** in order to complete the online application to reserve a room, as soon as the student is accepted for admission to the University.
- Returning students must pay a **Room Reservation Fee** in order to select a room assignment for the upcoming academic year. This fee is not refundable. Students will forfeit the fee if they fail to enroll and an assignment has been made.

Students withdrawing from the University and/or residence hall after registration will not be reimbursed for room cost. Room charges are not fully refundable but may be prorated.

For additional information regarding student housing as well as other rules, policies and procedures please refer to CAU Residential Living Guide online at:  
[www.cau.edu/studentaffairs/residence-life.html](http://www.cau.edu/studentaffairs/residence-life.html).

**Office of Student Leadership and Engagement**  
**Bishop Cornelius L. Henderson Student Center, Suite 245**  
**Telephone: (404) 880-6379**

The mission of the Office of Student Leadership and Engagement is to provide Clark Atlanta University students with co-curricular opportunities in self-awareness and leadership development/professional learning through clubs, societies, organizations as well as other cultural, social, and recreational events and activities. The vision of the Office of Student Leadership and Engagement is to collaborate with the University community to cultivate a campus of student leaders with ethics, integrity, and distinction who will contribute to the global society as lifelong learners, achievers, and mentors.

The Office of Student Leadership and Engagement manages numerous student activities, in addition to providing quality leadership and educational experiences beyond the classroom. Through clubs and organizations, as well as cultural, social, recreational, and leadership programming, student life programs and student activities make available to students opportunities for leadership development and self-realization. Student organizations provide opportunities for students interested in out-of-class participation, fellowship and leadership development.

#### **Bishop Cornelius L. Henderson Student Center**

The primary functions of the Henderson Student Center are to:

- Provide convenient services that meet the needs of the student population.
- Promote programs and activities that are responsive to the developmental, physical, social, and educational needs of the student body and university community.
- Maintain a clean, safe and relaxing environment for all constituents.

**Chartered Student Organizations:** Clark Atlanta University encourages students to join any of our honor societies; academic (major area) clubs; Greek-letter organizations; and other service, social, and cultural groups that are recognized and approved by the University for student participation and membership. Students must meet the minimum scholastic standards as set forth by the University before approval and admission into such organizations is permitted.

**Honor Societies:** Below are samples of some of our honor societies that are available at Clark Atlanta University: *(Memberships are determined on the basis of merit and achievement)*

- Alpha Epsilon Lambda Graduate Honor Society
- Alpha Kappa Mu Honor Society
- Golden Key National Honor Society
- Isabella T. Jenkins Honors Program
- Phi Eta Sigma National Honor Society
- Phi Kappa Phi Honor Society

**Academic Clubs:** Academic (major area) clubs are designed to provide students the opportunity to engage in and interpret the broader educational implications of their chosen area of study. Some of these organizations are nationally affiliated and help students gain important global and professional perspectives.

- Biology Club
- Broadcast Club
- Business Leaders Initiative (BLI)
- CAU American Marketing Association "The Marketing Club"
- English Club
- National Association of Blacks in Criminal Justice
- National Organization for the Professional Advancement of Black Chemists and Chemical Engineers (NOPABCCE)
- National Society of Black Engineers (NSBE)
- Pre-Professionals Health Society
- Pre-Dental Society
- Pre-Law Society
- Undergraduate Psychology Association

**Greek-Letter Organizations:** Fraternities and sororities play an active role on the CAU campus, and contribute to the cultural, scholastic, political, service, and social life at the University. The Greek-letter organizations provide another vehicle for student leadership opportunities. They provide their members with a strong bond of friendship and esprit de corps.

- Pan Hellenic Council
- Alpha Phi Alpha Fraternity, Inc., Alpha Phi Chapter
- Alpha Kappa Alpha Sorority, Inc., Alpha Pi Chapter
- Kappa Alpha Psi Fraternity, Inc., Gamma Kappa Chapter
- Omega Psi Phi Fraternity, Inc., Beta Psi Chapter



- Delta Sigma Theta Sorority, Inc., Sigma Chapter
- Phi Beta Sigma Fraternity, Inc., Psi Chapter
- Zeta Phi Beta Sorority, Inc., Psi Chapter
- Sigma Gamma Rho Sorority, Inc., Phi Chapter
- Iota Phi Theta Fraternity, Inc., Epsilon Beta Chapter

### **General Organizations**

Membership and participation in academic clubs, organizations, and activities is voluntary.

**Student Government Association:** The Clark Atlanta University Student Government Association (CAUSGA) serves as the official representatives of the student body at CAU. CAUSGA officers and the presidents and/or official organization representatives of all chartered student organizations comprise the Council of Chartered Organizations (CCO), which is the executive arm of student government. The SGA represents the student body in its formal relations with the administration, faculty, other institutions, and the public. Student organizations contribute to the continuous improvement of the students and are considered invaluable. The presidents of the CAUSGA are also delegates to the University's Board of Trustees.

### **Class Council:**

- Freshmen Class
- Sophomore Class
- Junior Class
- Senior Class

**Student Publications:** Students aim to publish a monthly University newspaper and an annual yearbook, which reflect student opinion. These publications are produced under the advisement of the faculty and staff and without administrative censorship. Student publications provide practical experience in journalism.

- *The Panther Newspaper*
- *The Panther Annual Yearbook*

**Cultural/Performing Groups:** Philharmonic Society; CAU Worship Choir, Heavenly Divine Praise Dance Ministry, Heavenly Family Mime; Mighty Marching Panther Band, Pep Band, Symphonic Band, Essence Dance Team, CAU Drumline, Silver Breeze Flag Corps; and Cheerleaders.

**Religious Organizations:** The University Chaplain/Director of Religious Life is charged with the responsibility of coordinating all religious activities and communicating between all of the religious life organizations the opportunities for faith enrichment and fellowship to promote religious unity on campus for students, faculty, and staff who represent a cross section of denominations and faiths. All campus ministries operate under the auspices of Religious Life.

**Office of International Programs**  
**President's Parking Lot Trailer #3**  
**Telephone: (404) 880-8297/8403**

The Office of International Programs (OIP) serves as the primary resource for the University's international initiatives, programs and services. OIP coordinates the domestic and international exchange programs designed to prepare students for the global workforce, promote global citizenship and leadership, and enhance cultural awareness and understanding. Through collaborations with University faculty and international partners, the OIP facilitates the development of faculty-led education abroad programs that provide opportunities for faculty, staff and students to engage in quality educational, experiential, research and service-oriented programs abroad.

The OIP provides support and services to the multicultural and diverse international students matriculating at the University, to assist with maintenance of their nonimmigrant student visa status and facilitate their academic progression and degree completion. The OIP is also the primary University liaison to U.S. government agencies (Department of Homeland Security, Department of State) on immigration-related matters. In addition to issuing documents for international students to obtain student visas to study at Clark Atlanta University, the OIP staff works with other University departments concerning admissions, registration and enrollment, housing, medical insurance, employment, U.S. taxes and graduation.

The OIP maintains the data and resources on the University's approved international partnerships, memorandum of understandings and consortia agreements with institutions, educational organizations, ministries and governments. To ensure both quality and appropriateness to the University's mission and academic standards, all proposals for new international partnerships and agreements are coordinated through the OIP and are reviewed and approved by the academic department chairs, school deans, provost, and general counsel.

**Office of Career and Professional Development**  
**Wright-Young Hall, Room 118**  
**Telephone: (404) 880-6791**

The mission of Career and Professional Development is to provide quality career development programming designed to prepare students for additional educational experiences and meaningful and productive careers in a global economy. The vision of the Office of Career and Professional Development is to provide online technology to enhance students' ability to conduct career self-awareness inventories and searches to seek opportunities in gaining practical experience and placement in employment and/or graduate/professional school.

Career and Professional Development plays an integral part in the professional development of students by encouraging integrity, social responsibility and respect while providing opportunities for undergraduate and graduate students to pursue meaningful careers in a variety of professional and occupational fields. We strive to increase our partnerships with corporate, governmental and other agencies to enhance student career placement.

The Office of Career and Professional Development provides assistance in formulating and implementing individual career plans. Various programs and workshops are offered each semester to assist students with relating educational experiences to employment opportunities. The Office of Career and Professional Development works with students during all phases of the career development process. Our services include individual career planning, resume development, mock interviews and professional development workshops. We also provide assistance and opportunities for students to participate in internships and cooperative education programs. Through these programs, students gain career related real world experiences that focus on their academic education and training. Academic credit is also available depending on a student's individual program.

Students have the opportunity to network with industry leaders and recruiters while developing professional skills that lead to employment and lifelong personal development. We partner with public, private, governmental and corporate organizations to match qualified students with internships, co-ops and permanent career opportunities. These partnerships provide an array of opportunities for students to experience professional and personal growth

**Office of Campus Services**  
**Haven-Warren Hall, Room 300**  
**Telephone: (404) 880-8317**

The mission of the Office of Campus Services is to enhance the quality of campus life through the delivery of quality goods and services to our students, faculty, staff, alumni and guests. The vision of the Office of Campus Services is to set standards of excellence on the campus by continuously refining and improving customer-based services and products in a market-driven environment.

**Mail Center**  
**Bishop Cornelius L. Henderson Student Center, Third Floor**  
**Telephone: (404) 880-8419 or 8076**

The University Mail Center provides services for incoming and outgoing mail for students, faculty and staff members and makes every effort to ensure a timely and safe delivery of mail. All outgoing mail service is via the United States Postal Service (USPS). The Center also serves as the University's liaison with Federal Express, DHL, UPS, Inter-School Mail, and other domestic and international couriers. All mailroom services are conducted at the Mail Center Customer Service Window- Monday to Friday, 11:00 a.m. to 4:00 p.m. and on Saturday, 10:00 a.m. to 12:00 noon.

**Incoming and Outgoing Mail:** First-Class and standard mail is picked up between 9:00 and 10:00 a.m. Monday to Friday from the campus post office. Mail is sorted and distributed to students, faculty and staff mailboxes by 2:00 p.m. daily. The time allotted for mail distribution may be extended due to a large volume of mail received on days preceding a holiday. Notices are placed in the P.O. Boxes informing recipient of any items too large to fit into their campus box. This mail does not require a signature. All outgoing mail should be in the mail center by 4:00 p.m. for same day service.

***Note:** To receive incoming mail students must provide appropriate mailing address and must include: Student Name, Residence Hall, Room Number, P.O. Box Number, 223 James P. Brawley Drive, S.W., Atlanta, GA 30314.*

**Accountable Mail:** US Postal Service Express, delivery confirmation, certified, registered letters and packages; Federal Express; United Parcel Service; Airborne Express; and DHL letters and packages

that have tracking numbers and require recipient signature are considered accountable mail. An email notification is sent for package(s) that require recipient signature regardless of size. The following links are provided to track your package:

Federal Express	<a href="http://www.fedex.com">www.fedex.com</a>
DHL	<a href="http://www.dhl.com">www.dhl.com</a>
US Postal Service	<a href="http://www.usps.com">www.usps.com</a>
UPS	<a href="http://www.ups.com">www.ups.com</a>

**Panther PAW (Personalized Access Worldwide) Card Office**  
**Bishop Cornelius L. Henderson Student Center, Third Floor**  
**Telephone: (404) 880-8PAW (8729)**

The mission of the Panther PAW Card Office is to provide all University constituents a modernized convenient form of official identification to function as personalized access to a variety of university services. The Panther PAW Card is an official multifunctional identification card of the University that allows the cardholder to access various functions personalized for on-campus and off-campus use.

**Print Shop**  
**Bishop Cornelius L. Henderson Student Center, Third Floor**  
**Telephone: (404) 880-8015**

The Print Shop provides convenient, cost-effective service solutions that are customized to the needs of our campus community. As part of our total service solution, we have document production sites staffed with skilled operators, high-speed copiers and advanced technologies to meet your document duplication and imaging needs at a reasonable cost in a timely manner.

**Dining Services**  
**Bishop Cornelius L. Henderson Student Center, Lower Level**  
**Telephone: (404) 880-6989**

Clark Atlanta University's dining facilities for on-campus meals is conveniently located within walking distance of on-campus housing, classrooms, and administrative buildings and provides an exciting and innovative social experience designed for the entire campus community.

The mission of the Dining Services is to provide the finest quality meals and services at reasonable costs to students, faculty, staff and guests. Students are expected to come to all meals appropriately dressed, to talk in moderate tones, and to exhibit courteous behaviors at all times. Along with outstanding food services, students also have the opportunity to gather with friends, take study breaks, hang out, relax and unwind after a hard day of classes and activities in an inviting, comfortable and enjoyable atmosphere.

In addition to the Dining Hall, food is available in the Snack Bars. Students are permitted to take meals from the Dining Hall only in cases of illness and when permission has been given by the Student

Health Center staff. When presenting a permission slip for a carry-out meal, the student must present a meal card. Visit CAU website for more information and quick reference to all food services offered. For special dietary needs call (404) 880-6989.

### **William H. Crogman Student Dining Hall**

Crogman Dining Hall, an All-You-Care-To-Eat dining facility, located on the lower level of the Bishop Cornelius L. Henderson Student Center, is designed with signature brands, menu selections, flexibility in varied hours, and a choice of meals. The wide variety of menus include fresh fruit and salads, homemade soups, delicious hot home-style entrées, freshly baked pizza and pasta, deli choices served on freshly baked breads, new creations by our chef just for you, and freshly baked desserts.

#### **Meal Schedules:**

##### **Breakfast**

Monday - Friday: 7:00 a.m. - 10:00 a.m.

##### **Brunch**

Saturday - Sunday: 10:00 a.m. - 2:00 p.m.

##### **Lunch**

Monday - Friday: 11:00 a.m. - 2:00 p.m.

##### **Lite Lunch**

Monday - Friday: 2:00 p.m. - 3:00 p.m.

##### **Dinner**

Monday - Friday: 4:00 p.m. - 7:00 p.m.

Saturday - Sunday: 4:00 p.m. - 6:00 p.m.

##### **Late Night**

Monday - Friday: 8:00 p.m. - 10:00 p.m.

<https://cau.sodexomyway.com/dining-choices/hoursofoperation.html>

### **Moe's Southwest Grill**

Welcome to Moe's! Located on the first floor of the Bishop Cornelius L. Henderson Student Center. Moe's serves Mexican style food at Moe's, we serve honestly good food that's fresh, flavorful and handcrafted for you. With more than 20 fresh ingredients, like grass-fed steak, organic tofu and handcrafted guac, they'll give you the freedom to create exactly what you're craving.

#### **Hours:**

Monday - Thursday: 11:00 a.m. - 10:00 p.m.

Friday - Sunday: 11:00 a.m. - 7:00 p.m.

### **Dunkin Donuts**

Located in the Carl & Mary Ware building. Come on out and get your coffee and donuts for the day.

**Hours:** Monday - Friday: 7:30 a.m. - 8:00 p.m.  
Saturday - Sunday: Closed

**CAU-Follet Bookstore Located on the 2<sup>nd</sup> floor in the Bishop Cornelius L. Henderson Student Center**

Come on in and get TEXTBOOKS, Paraphernalia Apparel, gifts, accessories and supplies.

**Hours of Operation**

Monday: 9am - 6pm  
Tuesday: 9am - 6pm  
Wednesday: 9am - 6pm  
Thursday: 9am - 6pm  
Friday: 9am - 5pm  
Saturday: 11am - 3pm  
Sunday: Closed

**Vending Machines**

There are a number of snack vending machines at various locations on campus. The vending services, provided by Incredible Edible Snacks and Coca Cola, include bottle beverage machines, featuring a large selection of popular brands; snack machines containing traditional favorites such as candies, chewing gums, mints, pastries, chips and other snacks including popular low fat items.

**Note:** Prices are subject to change without notice. For snack vending refunds contact the Office of Campus Services and for beverage refunds please contact the number on the Coke machine. If there are any issues with the snack machine, please call Campus Services at 404-880-8317.

**LAZ Parking Services**

**CAU Parking Deck, Parking Office**

**Telephone: (404) 880-6295 or 6296**

The mission of the University's Parking Services is to accommodate parking needs of the faculty, staff and students. To assist with a more organized parking experience, official parking signs, maps and markings have been designated to authorize parking areas and spaces on campus. The location of parking areas and spaces located on campus vary in terms of centrality and convenience.

**Registered Permit Parking**

Clark Atlanta University has a permit parking system that requires all faculty, staff and students to register their vehicles with the Parking Office in order to park on the University's property. A registration permit is required to park at any time, for all areas, other than the visitor lot. Faculty, staff, students and auxiliary personnel may park an unregistered vehicle in parking deck or in a visitor lot, provided they pay the required fee.

CAU students currently enrolled or accepted are eligible for parking. Fee payments for parking permits must be made directly to the Parking Office. Freshman students may register a car to park

on campus. Evidence of registration shall consist of a current CAU Parking Permit properly displayed on the vehicle while parked. Faculty and staff permits are displayed on the rearview mirror. Student permits are displayed on the front windshield right bottom corner, (passenger side). Annual permits end on the date specified on the contract or at the end of each semester. Transferrable permits must be hung from the inside rearview mirror with the permit number visible from the outside.

Parking areas are identified by pavement markings and/or signs placed at the lot entrance(s), at locations throughout the lot, or along streets designated as parking areas. Any areas on University property, not specifically identified as a parking space, will be considered no parking/boot zones.

**THE PERSON REGISTERING THE VEHICLE IS RESPONSIBLE FOR ALL PARKING VIOLATIONS WITH THAT VEHICLE.** If the vehicle is loaned to another person, proper observance of these regulations shall remain the responsibility of the registrant except in the case of a moving violation for which the operator is responsible.

### **Hours of Operation**

The Parking Office and cashier's booth are located in the parking deck on the first floor near the Mildred Street entrance. The Parking Office is open Monday to Friday from 8:00 a.m. to 6:00 p.m. while the cashier's booth is open until 8:00 p.m. During the summer, the Parking Office is open Monday to Friday from 9:00 a.m. to 5:00 p.m. while cashier's booth is open from 8:00 a.m. to 6:00 p.m. The Parking Office and cashier's booth is closed on weekends and holidays, however, customers can pay their parking fee with cash or credit card at the automated pay station located at the transient exit area.

**Note:** Flagrant abuse of the Official Business Parking Permit will result in the cancellation of the permit. Anyone found possessing a permit he/she is not entitled to will be in violation of these regulations and the permit may be confiscated. The permit is not intended to authorize routine, long-term parking in spaces that have been designated for short-term limited use. Permits returned to the parking office before the semester's end will receive a pro-rated refund of the paid registration fee. The permit return will determine the amount of refund and a check requisition form will be written.

**Department of Public Safety  
Tanner-Turner Building  
Telephone: (404) 880-8808**

The mission of the Department of Public Safety is to safeguard and protect the life, liberty and security of the students, faculty, staff, constituents and the property of the University. The vision of Public Safety is to become a modern collaborative and interactive police agency dedicated to the concepts of student-centered campus community involvement and community policing by offering the highest quality of innovative crime prevention strategies and community services for our students, faculty, staff and constituents, resulting in increased confidence and quality of service.

The Department of Public Safety is a modern, progressive university agency offering the premier quality of innovative crime prevention strategies and community services for our constituents and strives to enhance and accomplish its mission by diligently embracing the student-centered approach to policing, to reduce criminal incidents and fear of crime.



The CAU Police Department (CAUPD) is dedicated to the concepts of campus community involvement and service in order to perform its law enforcement functions and to conduct its day-to-day operations of policing the University with respect, professionalism and high ethical standards to maintain excellence and public confidence at all times.

The Department consists of police officers and public safety officers who patrol on foot and in vehicles, providing for the safety of campus members and protection of University property. CAUPD works with our diverse community to improve the quality of life on campus and deploys law enforcement strategies and techniques in a manner which incorporates feedback from our stakeholders who have a vested interest in ensuring the safety and security of all our constituents. Students are expected to be knowledgeable of and observe all rules designed to protect persons and property.

### **Safety and Protection**

Although the University has implemented measures for the safety and protection of students and other members of the University community, the effectiveness of the measures depends on each person's assuming the responsibility for self-protection. Security measures that must be observed at all times include:

- Carrying student I.D. card and presenting it upon request
- Following the procedures for evacuation of residence buildings using panic doors
- Observing the regulations governing conditions for residence hall visitation
- Declining requests to transfer keys to unauthorized users
- Keeping residence hall room doors locked
- Attending crime prevention and safety awareness programs offered on campus.

CAUPD maintains an effective and responsive relationship with the community by fostering a campus-wide awareness for crime prevention and increased public safety. Officers conduct 24/7 directed watch patrols, respond to crimes in progress including investigative and detective services, mitigate disputes and disruptions, conduct residential facility town hall meetings and safety training classes, maintain and direct emergency management functions, provide security for athletic events, and on-campus social activities, and provide valuable safety tips to the community.

**Collaborative Interactive Policing Program** is a student-centered approach to community/campus oriented policing created by the department to provide opportunities for students to offer positive contributions to the University and the Atlanta University Center community collectively. Through the Student Ambassadors Program, the department provides a positive experience for students by employing them to fulfill the specific duties and expectations outlined in the Public Safety Handbook. The process encompasses active engagement and implementation of suggestions from the students, faculty, and staff on positive solutions to existing criminal activity and criminal behavior on campus to effectively change our environment. The duties of Student Ambassadors include greeting, administrative support, and communication support while conducting themselves in a manner deserving of public trust.

### **Crime Reporting Equals Crime Prevention**

One of the most important actions that any student, faculty or staff member can take to prevent crime is to report all criminal incidents and or criminal activity to the Department of Public Safety. The Department is committed to transparency and notification by apprising the students, faculty and staff of the University's on-campus crime statistics through the distribution of the annual **"Your Right To Know"** Campus Safety Statistical Data Report supporting Clery Act Internal Policy is available on the CAUPD webpage.

All crimes should be reported to Department of Public Safety immediately to ensure timely reporting and investigation of crimes. In order to alert the CAU community and to prevent similar crimes, the department will report incidents of the following crimes in a timely manner: aggravated assault, burglary, murder, sexual offenses (forcible and non-forcible), robbery, and motor vehicle thefts.

A summary of the crimes reported will be published annually and distributed, free of charge, to students and employees and shall also be available on the department webpage. The department will respond to all criminal reports according to priority based on the immediate threat or danger to life, property, and safety. All reports will be responded to with either an immediate on-site response or an investigative procedure, as deemed appropriate.

**On Campus Emergency: (404) 880-8911**

**Non-emergency: (404) 880-8623**

**Medical Emergencies:** Shall be handled by the onsite infirmary or by using an ambulance service.

- **Fire Emergencies:** Shall be responded to by the Atlanta Fire Department and Clark Atlanta University Police Department.
- **Police Emergencies:** Shall be responded to by Clark Atlanta University Police Department and augmented by the Atlanta Police Department if the need arises.

**Lost and Found:** The Department of Public Safety will hold lost items up to twenty-four (24) hours, after which, items will be delivered to the Office of Student Services and Campus Life for safe keeping. Student must be able to show proof of ownership in order to claim the item(s).

### **Campus Access to Facilities and Security**

Clark Atlanta University is a private institution with an open campus. All buildings are equipped with emergency lighting, exterior security lighting, ground floor security screens, fire and smoke alarms, and panic-bar type doors. All residence halls have self-closing mechanism doors that should prevent unauthorized persons from entering the buildings. The security measures are evaluated and maintained annually.

Assistant Directors for Residence Life and Student Development are responsible for maintaining the standard of residential life within their respective halls. Residence hall rules are regulated by the Assistant Directors who also reside in the dorms which provide them an opportunity to plan, coordinate, and implement safety measures working in conjunction with the Clark Atlanta Police Department in the following manner:

- I. Reporting strangers in their area

- II. Controlling and monitoring access to the buildings
- III. Advising safe off-campus practices
- IV. Coordinating walk through inspections

Each on-campus student residing in residential halls are required to share in the responsibility for the security of their building. These requirements include:

1. Following access control policies related to students and his/her visitor(s)
2. Reporting lost access cards immediately to the Assistant Director and Public Safety representatives
3. Preventing the duplication of residential room keys
4. Reporting defective and inoperative access control devices and security equipment
5. Avoiding “propping” the doors to residential, recreational and academic facilities open
6. Displaying student identification cards and adhere to visitation rules

Visitation is a privilege, not a right, and therefore may be suspended by the Office of Student Services and Campus Life. Residential hall visitation hours vary throughout the week. The normal periods for visitation in the residence halls are 6:00 p.m. to 11:30 p.m. Monday through Sunday. Residence hall visitation hours are determined by the Office of Student Affairs. These hours are subject to change.

### **Building Access**

All administrative and academic buildings are open during normal business hours (9:00 a.m. - 5:00 p.m.) to those who require access. All non-resident buildings are locked down and/or opened by Public Safety personnel based upon the schedule of activity, with the exception of Harkness Hall, Thomas W. Cole, Jr., Research Center for Science and Technology and Park Street Music and Art Complex which are controlled by an access card system.

Most residence hall access is controlled by an access control card system (Panther Paw Card). The Panther Paw Office is responsible for data entry and card issuance procedures for this system. Residence hall rooms are accessed using a key system, which is controlled by the Office of Student Affairs and Residential Life. Residents are advised to keep their rooms locked at all times. For reasons of security, it is necessary for residents to carry their Panther Paw card and room key at all times. In the event residents are locked out of their rooms, it may be necessary for them to wait for a roommate, contact their Resident Director or the Facilities Department to gain entry into their room. Missing, lost or stolen, access cards and/or keys should be reported to the Department of Public Safety immediately. Door locks may be changed and new keys issued for a fee determined by Facilities Department. Keys are not to be loaned or duplicated.

### **Vehicle Access Control and Parking**

Vehicles entering and exiting the main campus are monitored by proactive patrolling. All vehicles parked on University property must have either an authorized parking permit or a vendor pass. Vehicles not displaying authorized permit or pass are encouraged to park in the University parking deck. Campus parking regulations are strictly enforced which includes warnings, traffic citations, booting and towing.

## **SPECIAL PROGRAMS**

Clark Atlanta University offers a number of special programs that further enhances the student's graduate experience. Enrollment in some of these programs may be limited. Inquiries should be addressed to the program directors or other persons as indicated.

### **Pre-professional Programs**

Clark Atlanta students planning careers in engineering, law, pharmacy, medicine, dentistry, or the ministry may be guided by their advisors in selecting courses which help to prepare them for admission to professional schools in their field. Information on these programs may be obtained from the academic departments.

### **Accelerated Dual-Degree Bachelor's/Master's Programs**

Clark Atlanta offer students accelerated 5-year dual degree bachelor's and master's programs in several areas. These include the BS/MS programs in the Division of Natural Sciences and Mathematics and the BA/MA in Accounting. Information on these programs is provided in the appropriate sections of CAU's undergraduate catalog.

### **Internships**

Clark Atlanta students may participate in a variety of internship programs in public service administration and in private firms and agencies. Internships are part of the instructional program and are offered by departments throughout the University. Students may earn a maximum of two (2) courses of internship credit in one (1) semester and a maximum of four (4) courses of credit during their matriculation. Academic credit is determined by departments, and students must enroll in appropriate courses during the official registration period in order to receive such credit. This registration rule applies to summer sessions as well as to fall and spring semesters.

### **Cooperative Education**

The Cooperative Education Program (Co-op) is a unique educational experience that combines classroom instruction with supervised, paid career-related work experience. The mission of the Cooperative Education Program is to facilitate the preparation of undergraduate and graduate students for academic-related work experiences by integrating classroom studies with experiential learning opportunities.

The program offers undergraduate and graduate students a formalized academic support program to enhance their educational learning experience by acquiring knowledge and developing transferable skills to transition into the workplace. The program further allows students to learn firsthand what challenges professionals in their chosen field face as well as evaluate whether a career is right for them and how their skills might best fit in.

The program provides students with professional work experiences in business, industry, government service and non-profit organizations. Co-op students have the opportunity to connect and network with potential employers early in their career. The University offers following two Co-op Work options:

1. **Alternate** – The student alternates between a semester of full-time study and a semester of full-time work.
2. **Parallel** – The student combines periods of work and study during the same semester.

Academic credit may be awarded for Cooperative Education experiences. The amount of credit awarded varies from one academic department to another. Co-op is available to eligible undergraduate and graduate students in good academic standing at Clark Atlanta University. Graduate students must have a minimum 3.0 GPA or higher. All students must submit a completed application packet (application form, resume and unofficial transcript) to enroll in the program. In addition, each student must attend a minimum of three (3) Leadership and Professional Development seminars scheduled during the academic year. For more information, contact the Office of Career Services.

### **Study Abroad**

The study abroad program, in support of the University's educational curriculum, co-curriculum, research and service endeavors is to promote and facilitate its students, faculty, and other scholars with opportunities in international placement, support services, and professional development experiences to become more culturally competent, knowledgeable, and responsible global leaders.

Clark Atlanta University students have the opportunity to travel and study at foreign colleges and universities around the world regardless of their major field of study. It is strongly recommended that all students take advantage of this cultural and academically-enriching program. Opportunities are available during the summer session, fall and spring semesters.

Students must be in good academic standing with a minimum cumulative GPA of 2.5 and are required to receive academic credit during their period of study abroad. The department chairs in collaboration with the Dean of Multicultural Affairs perform academic advisement and course approvals prior to departure for study abroad. Additional inquiries relative to study abroad should initially be directed to the department chair and then to the Dean of Multicultural Affairs.

Depending upon the program and the student's final aid award, eligible students can use their financial aid to underwrite the cost of studying abroad. Students planning to study abroad should meet with their financial aid advisor as far in advance as possible.

# ACADEMIC POLICIES AND REGULATIONS

## Academic Standards and Requirements

### Academic Integrity

The faculty and students at Clark Atlanta University recognize that academic integrity is fundamental to the education process. Breaches of academic integrity by students are violations of University policy and will subject students to disciplinary action (per the Graduate Student Handbook). Students who submit course requirements which are not their own or who commit other acts of academic dishonesty will forfeit the opportunity to continue to matriculate at Clark Atlanta University.

### University Policy on Determining Credit Hours Awarded for Courses and Programs

#### I. Policy Statement:

For academic purposes, Clark Atlanta University uses Carnegie units to measure semester credit hours awarded to students for coursework. Normally, universities award a ***Carnegie unit of credit*** to students for satisfactory completion of ***one (1) fifty (50)-minute session of classroom instruction for a minimum of three (3) hours of work per week for a semester of not less than fifteen (15) weeks***. For example:

1. ***For lecture classes***, a semester credit hour consists of the equivalent of at least one (1) hour (50-minute period) per week of "seat time" ***in-class*** and two (2) hours per week of ***out-of-class*** student work for fifteen (15) weeks. Hence, a standard three (3) semester credit hour lecture class meets for at least forty-five (45) contact hours per semester, plus a minimum average of six (6) hours of activities outside of the classroom per week for fifteen (15) weeks.
2. ***For laboratory classes***, one (1) semester credit hour consists of the equivalent of a minimum of three (3) hours of laboratory work per week for fifteen (15) weeks.
3. ***For Individual instruction classes***, instructors should make adjustments so that the total number of hours of work required by students is equivalent to that of a traditional class that meets ***face-to-face***.
4. ***For classes offered in a shortened format***, (e.g. mini-mesters, summer session, inter-session) the hours are prorated so that the classes contain the same total number of hours (e.g. 45 contact hours for a 3 credit course) as if the classes were scheduled for a full 15-week semester.
5. ***For graduate and professional students***, the required academic work normally will exceed three (3) hours per credit per week.

Ultimately, the responsibility for protecting the academic integrity of curricula, programs, and class schedules rests with the University's Provost and Vice President for Academic Affairs. The University may adjust its basic measure for awarding academic credit proportionately to reflect modified academic calendars and formats of study as long as it meets the aforementioned criteria. The University grants semester credit hours for formalized instruction in a variety of delivery modes, such as a lecture course, which also requires laboratory work and/or supervised independent study or field activities. Regardless of the mode of instructional delivery or class scheduling, the University will assign academic credit consistently across academic programs as well as for transfer credit among accredited institutions of higher education. In all cases, the student learning outcomes must be equivalent.

## **II. Review and Approval Process:**

1. Course developers will ensure that the required quantity of student learning per credit is the equivalent to a minimum of forty-two (42) hours and a maximum of forty-five (45) hours of coursework over a fourteen to fifteen (14-15)-week semester through instructional activities that address and demonstrate student competencies in defined learning outcomes. These instructional activities should draw upon instructional practices approved by the Provost and Vice President for Academic Affairs.
2. University Governance Bodies (e.g., the University Curriculum Committee, Graduate Council, Academic Council, and University Senate) recommend to the Provost and Vice President for Academic Affairs and the President the appropriate semester credit hour definition and application according to the following guidelines:
  - a. The University's semester calendar will not violate any accreditation standards, federal guidelines, etc.;
  - b. The University's semester calendar will facilitate the educational attainment of the University including the process for the award of transfer credit; and
  - c. A semester credit hour will be consistent throughout all the academic programs of the University.

## **III. Policy Administration**

1. For each academic term, the University Registrar and Associate Provost for Academic Affairs will assist School Deans, Department Chairs, and Program Coordinators to schedule classes in conformity to the University's semester credit hour policy.
2. Classes that meet for more than seventy-five (75) minutes consecutively will include a ten (10) minute break for each seventy-five (75) minute segment.
3. Prior to the beginning of student registration, the University Registrar will deliver an official Banner system report verifying that all proposed class schedules meet the University's semester credit hour policy to the Provost and Vice President for Academic Affairs for approval.



4. If proposed class schedules do **not** meet minimum time requirements, the Provost and Vice President for Academic Affairs will direct School Deans to coordinate with their Department Chairs and Program Coordinators to adjust class schedules to conform to the University's semester credit hour policy.
5. Periodically, the University Curriculum Committee, Academic Council, the Provost and Vice President for Academic Affairs, and University Senate will review the semester credit hour policy as defined by Carnegie unit measure and forward recommendations to the President for approval.
6. The University Registrar posts the policy to the University website and includes the policy in the CAU Undergraduate and Graduate Catalogs.

All Clark Atlanta University courses must include the following minimum instruction based contact-hours:

**Course Credits and Minimum Contact Hour Requirements:**

Course Credits	Minimum Contact Hours
1	12.5
2	25
3	37.5
4	50
Field	*
Practicum	*

*\*As required by accrediting and regulatory agencies.*

**Course Numbering System:** Clark Atlanta University's master's degree level and doctoral degree level courses are numbered from 500 to 900.

**Course Grading System**

**Grades and Quality Points:** Coursework is evaluated as shown below. Parenthetical numbers represent the quality points assigned to each final letter grade when computing student's cumulative grade point average. Grades which have no numerical value are not included in the student's grade point average.

A (4) = Excellent  
 B (3) = Above Average  
 C (2) = Average  
 F (0) = Failure  
 I = Incomplete  
 IP = In Progress  
 AU = Audit  
 P = Pass with course credit  
 R, E = Course repeated and appended to earlier earned grade  
 W = Withdrew

The scale listed below is used for translating numerical grades into letter grades:

90-100 = A

80-89 = B

70-79 = C

Below 70 = F

**Grade Point Average (GPA) Calculation:** The GPA is calculated by dividing the sum of the quality points earned in courses graded "A" through "F" by the total number of graded course credits.

### **Online Learning Policy**

Clark Atlanta University (CAU) is committed to expanding the institution's capacity to provide high-quality learning experiences through the implementation of online learning. CAU offers online courses through asynchronous and synchronous instruction in which students can access courses from anywhere high-speed internet accessible. Delivery of all online instruction is through the University's Learning Management System (LMS)-CANVAS. The Office of Information Technology and Communications (OITC) and Office of Online Learning and Continuing Education (OLCE) are jointly responsible for providing technical assistance to support the online course delivery infrastructure. The CAU Center for Innovative Teaching, Learning, and Engagement (CITLE) provides support for instructional design.

CAU was approved to offer online degrees and courses by the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC) and the National Council for State Authorization Reciprocity Agreements (NC-SARA). As such, these bodies govern our implementation policy and procedures.

The purpose of this document is to establish clear and commonly understood definitions related to Online Learning at CAU. These definitions are informed by SACS-COC, NC-SARA, as well as related CAU policies articulated in the Faculty Handbook, Academic Undergraduate and Graduate Catalogs, and the Curriculum Review Approval Process.

### **General Terms and Definitions for Online Learning**

In its policy statement, SACS-COC defines Distance Education as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous using a variety of communication technologies.

Clark Atlanta University uses the umbrella term Online Learning for all educational processes related to Distance Education. Courses and programs are approved for delivery via Online Learning using the University's Curriculum Review Approval Process. Online Learning courses are classified as Fully or Partially Online and are coded in Banner Web. To ensure that all students are afforded a quality learning experience, only faculty who have successfully completed the CAU Online Teaching

Certification course (tTech) are permitted to be assigned to teach in Fully Online courses and/or programs which is managed through the OLCE and CITLE offices.

### **University Policy on Determining Credit Hours Awarded for Online Courses and Programs**

The CAU policy on determining credit hours awarded for courses and programs stipulates that a standard three (3) semester credit hour course includes at least forty-five (45) contact hours per semester plus additional hours outside of the classroom. This policy informs the definitions of Fully and Partially Online courses and programs.

#### **Online Courses**

A Fully Online course is one in which 90% or more of the instruction and interaction occurs via online modalities with the faculty and students physically separated from each other. Based on this policy, a course classified as Fully Online could not have more than four and a half (4.5) hours of face to face contact. In practice, the face to face contact occurs as an extended half-day seminar on the weekend or up to five (5) fifty (50) minute class sessions spread out over the semester. Fully Online courses are coded with section numbers that begin with the number nine (9).

A Partially Online course is one in which 51% – 89% of the instruction and interaction occurs via online modalities with the faculty and students physically separated from each other. Based on this policy, a course classified as Partially Online could not have more than twenty-two (22) hours of face to face contact. In practice, the face-to-face contact occur as a series of three weekend seminars or a maximum of twenty-two (22) fifty (50) minute class sessions spread out over the semester. Partially Online courses are coded with section numbers that begin with the number eight (8).

#### **Online Programs**

A Fully Online program is one in which 100% of the courses required for completion are classified as Fully Online. Programs classified as Fully Online may leverage the available face to face contact hours from all of the courses in the program to schedule a series of weekend seminars or an extended residency on campus (such as a summer residency). Fully Online Programs will be coded in Banner Production by program with the letter (O).

A Partially Online program is one in which more than 50% of the courses required for completion are classified as Fully Online. Programs classified as Partially Online may leverage the available face to face contact hours from all of the courses in the program to schedule a series of weekend seminars or an extended residency on campus (such as a summer residency). Partially Online Programs will be coded in Banner Production by program with letter (P).

#### **Course Loads and Prerequisites**

The normal course load for full-time graduate students is nine (9) semester credit hours per semester during the fall and spring semesters and six (6) during the summer term. Individual schools may have a higher minimum full-time enrollment requirement. Students who have completed residency, who have completed course and research requirements, who are engaged in research activities requiring faculty supervision and who are registered for a minimum of three (3) credits of thesis or dissertation

research. Students who are registered for three (3) credits of thesis or dissertation research must submit a “Certification of Full-Time Status” to the University Registrar.

Students enrolled for less than the minimum required semester credit hours with the exception of students engaged primarily in research are classified as part-time students. Students who have completed their research requirements but are engaged in writing a thesis or dissertation must register for at least one (1) credit of thesis or dissertation consultation or thesis or dissertation each semester inclusive of the summer term until the thesis or dissertation has received final approval by the Office of Graduate Programs. To be considered Full-Time, students who are registered for fewer than three (3) credits of thesis or dissertation consultation must submit a “Certification of Full-Time Status” to the University Registrar.

Graduate students who are awarded a teaching or research assistantship, engaged in college work-study, or guaranteed student loan are required to be enrolled as full-time students.

Graduate students in the Schools of Arts and Sciences, Education, and Social Work who are enrolled for more than twelve (12) credits must have those credits approved by their respective School Dean. Students in the School of Business Administration who are enrolled for more than fifteen (15) credits must have those credits approved by the Dean of School of Business Administration. Note: SWS has indicated that their curriculum allows 12 hours. Recommendation to update this section as well.

Students are not authorized to register for courses for which they have not successfully completed the prerequisite course(s). Students who do so will be administratively withdrawn from those courses by the instructors of record and will not be awarded final grades.

### **Class Attendance Policy**

It is Clark Atlanta University's policy that students adequately prepare for and punctually attend all class meetings for courses in which they are enrolled, unless they are officially excused. Students who do not attend class meetings during the first ten (10) class days of the academic term will be dropped from the course by the University Registrar. Schools, academic departments, and instructors of record are approved to establish more rigorous class attendance requirements for graduate students as documented in course syllabi.

#### **I. Mandatory Attendance at First Class Session and Consequences for Absences**

Student attendance at the first class is mandatory in all courses to confirm enrollment. The academic calendar can be found at <http://www.cau.edu/registrar/registrar-academic-calendar.html>.

Students are required to attend the first class session to receive instruction, syllabi, and important information about the course from the instructor. In addition, because students can register for and drop courses online, the list of registered students fluctuates. A student's presence at the first class session is required to clearly indicate the number of students who are committed to taking the course. Instructors and/or department chairs can then determine

whether any students who were not able to register for a closed course may take the place of students who registered but did not attend the first class session.

### **Class Attendance**

1. Unless students obtain prior approval from the instructor or Department Chair for an intended absence before the first class meeting, they **must attend** the first class meeting of every section of a course in which they are enrolled (including laboratories and recitation classes). Without such prior approval, a student may lose his or her seat in the class. Registration materials will alert students to the fact that they must attend the first session of a course including laboratories, recitations, lectures, or other official class meetings.
2. Instructors of record can administratively withdraw students who fail to attend the first day of class by contacting the University Registrar. Students must be officially dropped from any course for which they have enrolled and subsequently been denied enrollment. Faculty advisors denying course enrollment to students should notify the University Registrar to have those students removed from the class roster.
3. If a student wishes to remain in a course from which he or she has been absent the first day without prior approval, the student should contact the instructor as soon as possible. In this circumstance, instructors have the right to deny a student's admission to the class if other students have been admitted and the course is full. However, instructors should consider extenuating circumstances (e.g., weather, illness) that may have prevented a student from attending the first class session.

## **II. Regular Attendance at Classes and Makeup Work for Approved Absences**

All matriculated students are expected to attend every session of their classes except when a legitimate absence prevents attendance. When illness necessitates absence from classes, students should report at once to the Student Health Services Center.

### **Faculty Responsibilities**

1. Faculty members are expected to inform their students to attend all class meetings. In the event that a student must be absent for a class due to religious observances, illness, or family emergency, instructors may strongly encourage (though not require) that students complete additional assignments to make up for missed class participation. Unless the emergency or illness does not permit them to do so, students must provide advance notice of absences to their instructors. However, students are **not** excused from learning the materials presented or from completing the assignments that were required during classes for which they were absent. Faculty may grade reduce grades of students who are absent from class without an official University excuse.
2. Faculty members will report to the Department Chair the name of any students whose academic progress is impeded by repeated class absences. The number of absences permitted in a given course is specified by the instructor. First-year students should exercise particular care that class absence does not negatively impact their academic progress.
3. Faculty members have discretion regarding their individual class attendance policies

within these general parameters. Students are responsible for becoming familiar with these policies and with their instructors' expectations and requirements for class attendance. Instructors must include their class attendance and grading policies in their course syllabi.

### Student Responsibilities

1. **Mandatory Class Attendance:** Class attendance is mandatory for all Clark Atlanta University students. Absences may result in lower grades.
2. **Unexcused Absences:** No student will be permitted unexcused absences from class. Unexcused absences may result in lower grades.
3. **Excused Absences:** Excused absences include those incurred by the student's participation in University or class sponsored activities. Examples of excused absences include band, choir, athletics, field trips, family emergencies, and significant illness. (Proof of family emergencies and illness are required for permission to make up missed assignments, tests, and other course requirements.)
4. **Anticipated Absences:** Students are responsible for informing their instructors of any anticipated absences from class. Students who are ill are advised to report to the Student Health Services Center where their conditions can be documented and included among University-approved absences.
5. **Verification of Attendance:** During each semester, the University Registrar requests faculty members to confirm student rosters by: 1) directing students whose names do not appear on their class rosters to Registrar's office in order to be officially enrolled into the course; and 2) reporting names of students who appear on their rosters, but who have not reported to class. Students who are reported as "Never Attended" will be dropped from the class roster.

**Note:** Per federal financial aid regulations, students who do not attend any class meetings during the first ten(10)class days of the academic term will be dropped from those courses by the University Registrar.

### Authority for Approving Excused Class Absences

Reason For Absence	Designated Authority	Required Documentation
Emergencies (deaths, natural disasters)	VP for Student Affairs	Student Documentation as determined by Dean of Student Affairs
Jury Duty	Course Faculty	Jury Summons and Release Forms
Medical	Director, Student Health Center	Student documentation per Student Handbook
Military Duty	Dean for Student Affairs	Military Orders
Official Athletics Activities (e.g., athletes, cheerleaders, student assistants)	School Deans	Documentation (team roster) provided to School Deans by the Athletic Director
Official University Sponsored Activities (e.g., musical ensembles, SGA, forensics)	School Deans	Documentation (letter, roster, agenda, etc.) provided by Sponsoring Department to
Employment Interviews	Course Faculty	Prior permission of Faculty
University-Sanctioned Assemblies (e.g., convocations, lectures)	Course Faculty	University Schedule/Prior Permission of Faculty
Other	Dean, Student Affairs	Student Documentation as determined by Dean of Student Affairs

**Note:** The Office of the Provost and Vice President for Academic Affairs does not issue excuses for student absences.

### **Official Leave of Absence**

Continuing graduate students who are in Good Academic Standing may take a leave of absence from the University for a period not to exceed two (2) academic terms (excluding summer session).

The student must submit a Petition for an *Official Leave of Absence Form* to the Office of the Director of Graduate Programs. Students who wish to enroll in courses at another institution of higher education during an official leave of absence must receive prior approval for transient status per the University's Transient Policy. Official transcripts for courses completed in transient status during the student's Official Leave of Absence must be filed with the Office of the University Registrar not later than the end of the academic term in which the student returns to the University. Before returning to the University, the student must notify the Office of the University Registrar, the Director of Graduate Programs and the Chair of the student's major academic department in writing. The Director of Graduate Programs will inform the appropriate Department Chair and School Dean of the student's return.

The written authorization for the leave of absence must specify whether the duration of the leave is or is not included in the student's Expiration of Credits.

**Reenrolling Without an Official Leave of Absence:** Following voluntary leave of one or more semesters, (excluding summer school) without having been granted an approved leave of absence, the student must:

1. Apply for reenrollment through the Office of Admissions;
2. Satisfy all financial obligations to the University;
3. Submit an official transcript from each institution attended during absence, if applicable.

### **Policy for Award of Course Incompletes**

An incomplete ("I") is a temporary grade assigned when extenuating and documentable circumstances, such as illness, death of a family member, or other reasons that are acceptable to the instructor, prevent a student who is passing a course from completing the final examination and/or other course requirements by the end of the semester. The "I" is not to be assigned as a substitute for a failing grade. To be eligible for an "I," a student must have attended class regularly and passed a substantial amount of the required coursework. The student must provide the course instructor with official verification of the circumstances preventing the completion of the full requirements for the course. The responsibility for completing the coursework rests with the student, and the instructor is not obligated to provide further classroom instruction. An "I" grade cannot be removed by enrolling in the course again. A student can neither register and enroll for a course in which he/she has received an "I" nor can a student register and enroll in any course where an "I"- graded course is a prerequisite.

In awarding an "I" grade, the instructor must submit to the Office of the University Registrar an *Incomplete Grade Form* provided on the website showing the reason for the grade, the work required



for removing the "I" grade, and a grade to be awarded if the work is not completed. The original *Incomplete Grade Form* must be submitted to the Office of the University Registrar for grade processing and documentation.

An "I" grade should be removed by the end of the semester following the one in which it was assigned, but must be removed no later than one year from the end of the semester in which the "I" grade was assigned. The time limit may not exceed one year, whether or not the student is in residence. If the course requirements are not completed, and the "I" grade is not changed by the instructor within the specified time period, the student will be awarded the default grade. If a default grade has not been provided, the "I" will become an "F", and the student will be required to re-enroll and complete the entire course. A student may not graduate with an "I" grade on his/her academic transcript. Removal of an "I" does not assure a passing grade in the course.

### **"In Progress" Courses**

"In Progress" courses on students' academic transcripts indicate that credit has not been awarded for the course, and the instructor did not submit a final grade. Course instructors must submit a final grade in order for the "In Progress" course to be removed from student's academic transcript. Registering for an "In Progress" course for a subsequent academic term will not remove the "In Progress" status. Students may not graduate with "In Progress" courses on their academic transcripts.

### **Final Grade Adjustments**

In the event there are errors in reporting students' final course grades, instructors must provide written justification for grade adjustments to the Department Chair and School Dean. Final grade adjustments approved by the School Dean are forwarded to the Office of the University Registrar for posting to the students' academic transcripts. Final grade adjustments must be approved by the School Dean not later than 30 days from the start of the term following that in which the course was completed.

### **Drop and/or Add Courses**

Students may drop and/or add courses during the designated Drop/Add Period as published in the University's Academic Calendar. Prior to making any changes in their class selections, students must coordinate with their advisor to determine the appropriate course(s) to drop and/or add and use the University's online registration process to complete all drop/add transactions. Students are not permitted to register for courses after the official Drop/Add Period has expired.

### **Official Withdrawal from Courses**

Each semester, the official course withdrawal begins after the end of the Drop/Add Period as published in the University's Academic Calendar. Students who wish to withdraw from an individual course must obtain a Course Withdrawal Form from the Office of the University Registrar. The form must be completed with all appropriate signatures of the student's department chair or academic advisor and the course instructor as required and submitted to the Office of the University Registrar prior to the official deadline for withdrawal. When a student is authorized to withdraw from a course, a final grade of "W" is assigned to the student's academic transcript regardless of his/her

performance in the course prior to the official date of withdrawal. For students cross-registered at other Atlanta University Center institutions, the withdrawal policy of Clark Atlanta University applies. For students cross-registered through the ARCHE program, the "host" school policy applies. Withdrawing from a course will not result in the student receiving any refund of tuition or fees. Graduate students are permitted a maximum of two (2) course withdrawals while matriculating at Clark Atlanta University.

### **Unofficial Withdrawal from Courses**

Students who stop attending class meetings and participating in course activities and requirements and have not officially withdrawn from courses will be awarded final course grades in accordance with University policies. Students may officially withdraw from courses within the official withdrawal period as published in the University's Academic Calendar. Instructors of Record are required to post to BannerWeb the last date of attendance for each student who has unofficially withdrawn from their courses.

### **Auditing Courses**

A regular full-time student may audit one (1) course per academic term. Students must obtain the approval of the course instructors' and their faculty advisors and officially register and pay the standard fee. Although auditors are not required to take course examinations, individual instructors may stipulate requirements for the auditors' attendance, preparation, and participation in class activities and laboratory exercises. Students receive no credit for auditing courses and cannot change the auditing status after the Drop/Add Period ends.

### **Graduate Repeat Course Policy**

The University's Graduate Repeat Course Policy permits graduate students who retake the same course at Clark Atlanta University to replace a course grade with the latest earned final grade. The last final grade earned, whether higher or lower, will be the final grade of record. Graduate students are not permitted to repeat any course for credit more than once other than thesis consultation, thesis research, dissertation consultation, or dissertation research. Courses completed in transient status are not eligible for approval regarding the Graduate Repeat Course Policy. The student must officially register and pay for the course each time he/she enrolls. The credits earned for the course will be counted only once. The adjusted GPA excludes the previously earned grades for repeated courses. However, the earlier grade remains recorded on the student's transcript followed by the symbol "R", which indicates that the course was repeated and its original final grade was replaced by a subsequent grade.

### **Course Substitutions**

Under some circumstances, alternative courses may be substituted for those required for the major field of study. Substitutions must be recommended and approved prior to course enrollment. To replace a required major course, a Course Substitution Form must be submitted for approval to the Department Chair and the School Dean. Upon approval, the Dean forwards the form to the Office of the University Registrar for inclusion in students' academic records. For transfer students, course substitutions must be approved by the end of the first semester in which the student is enrolled at Clark Atlanta University and the form must be submitted to the Office of the University Registrar.

### **Independent Study Courses**

Students who wish to pursue an independent study of subjects not included in University course offerings must submit a written proposal and obtain recommendations for approval from the following:

- The student's academic advisor;
- The Instructor of Record of the Independent Study course; and
- The Chair of the academic department hosting the Independent Study Course.

If approved by the Dean of the host school, the Independent Study proposal with all required signatures accompanied by the course syllabus is forwarded to the Office of the University Registrar for inclusion with the student's academic records.

### **Directed Study Courses**

Students who wish to pursue a directed study of in-depth research must submit a written proposal and obtain recommendations for approval from the following:

- The student's academic advisor;
- The Instructor of Record of the Directed Study course; and
- The Chair of the academic department hosting the Directed Study Course.

If approved by the Dean of the host school, the Directed Study proposal with all required signatures accompanied by the course syllabus is forwarded to the Office of the University Registrar for inclusion with the student's academic records.

**Note:** Graduate students must be approved for Independent Study and/or Directed Study courses during their matriculation at the University.

### **Course Waivers**

A required course may be waived where the University, through the department or the school, has verified evidence of sufficient knowledge of the material covered in the course. The waiver of a course will not result in a decrease in the number of hours required by the degree program and must be replaced by a course appropriate for the specific degree requirements. The maximum number of courses which may be waived shall not exceed 15 percent of the total number of courses required for the degree.

### **Waiver of Degree Requirements**

Clark Atlanta University will **not** waive any degree requirements.

### **Credit for Internships and Other Para-Curricular Activities**

The University offers students opportunities to participate in internship programs with public and private firms and government agencies. Internships are considered part of the instructional program and are offered by academic departments. In order to earn academic credit for internships and other para-curricular studies (e.g., cooperative education), students must obtain approval from the chairs of their major department, register for the appropriate course(s) during the official registration period, and pay any applicable fees. Students should consult academic departments for specific guidelines and requirements.

**Internship Grading:** Grades for internships are determined by the evaluation completed by the course's instructor and from input provided on the evaluation forms completed by the internship onsite/field supervisor.

**Changes in Curriculum:** A student's curriculum is outlined in the catalog that is in effect at the time the student begins matriculating at the University. In addition, an academic advisor is available to each student. The advisor issues the student a curriculum sheet outlining the requirements for obtaining a degree in the major field. It is the responsibility of each student to secure a curriculum sheet and access Graduate Catalog to meet graduation requirements.

**Statutes of Limitation:** Courses completed more than ten (10) years prior to transferring to Clark Atlanta University will not be accepted.

**Expiration of Credits:**

*Doctoral students:* When ten (10) years have elapsed since the date of initial enrollment at the University or any other college or university, requirements for the degree must be modified consistent with any changes in the degree program.

*Master's students:* When five (5) years have elapsed since the date of initial enrollment at the University or any other college or university, requirements for the degree must be modified consistent with any changes in the degree program.

If the student wishes to continue the pursuit of a degree, he/she must appeal in writing to the Department Chair the restoration of credits. The Department Chair will, then, provide in writing his/her recommendations to the School Dean and the Director of Graduate Programs, regarding the student appeal. The School Dean will make recommendations for approval or denial regarding the student's appeal. The Director of Graduate Programs will notify the student of the final decision. If approved, the student must reapply for admission, seek academic advisement, register, enroll for semester of readmission, satisfy financial aid regulations, and repeat any expired courses.

The student has the right to petition the Graduate Council of the Academic Council (GCAC) at least two academic terms prior to the date of expiration of credits in order to extend the credits for up to one (1) calendar year. The student must provide written justification and supporting documentation for the extension of the credits and must forward the petition to the Office of the Director of Graduate Programs. The recommendation of the Committee on Academic Standards and Standing will be sent to the Academic Council for the final decision.

**After a graduate student has completed ten years of matriculation, including any approved extension, eligibility for enrollment will expire.** The student will not be permitted to continue at the University as a graduate degree-seeking student. The student's record, however, is not expunged, and all credits remain on the student's transcript.

### **Academic Standing Policy**

The academic records of graduate students are evaluated following each term of study. A minimum cumulative grade point average (CGPA) of 3.0 on a scale of 4.0 is required for graduate students to maintain Good Academic Standing. Individual schools or programs may have officially published higher standards.

In order to maintain **Satisfactory Academic Progress (SAP)** for financial aid eligibility, a student must meet the 3.0 Cumulative CGPA requirement. A student failing to meet this grade requirement remains in satisfactory academic status for financial aid during the immediate/following semester in which the cumulative GPA of 3.0 must be earned.

All full-time or part-time graduate students receiving federal aid must:

- Maintain a minimum cumulative GPA of 3.0 or better;
- Complete at least 67% of all cumulative attempted credits; and
- Complete the degree program within 150% of the published length of the program.

Graduate students who fail to maintain Good Academic Standing are placed on Academic Warning, Academic Probation, or Academic Dismissal as described below. These standards apply to full-time and part-time students. Final grades earned in summer sessions will be included in the cumulative GPA of the previous academic year. Students in Good Academic Standing are eligible to receive financial aid at Clark Atlanta University. Students who are not in Good Academic Standing or who are dismissed from the University are not eligible to receive financial aid.

### **Academic Warning**

A graduate student shall be placed on academic warning at the end of the semester of the first occurrence in which his/her cumulative GPA falls below 3.0. The student shall receive written notification of his/her academic status from his/her faculty advisor and/or department chair. The academic standing will also be noted on the student's transcript. The duration of academic warning is one semester only; once a student is placed on academic warning, the student cannot return to this standing. (e.g., If a student returns to good academic standing after the initial academic warning and later falls below good academic standing, the student will be placed on academic probation). The progress of a student placed on academic warning shall be tracked and monitored by the faculty advisor and/or department chair. It is the responsibility of the student, in collaboration with his/her advisor, to develop and submit a formal Satisfactory Academic Progress (SAP) Plan for raising the cumulative GPA to a minimum requirement of 3.0. A graduate advisement hold will be placed on the student's account until the SAP Plan receives final approval by the Director of Graduate Programs. At the end of the warning period, the student must achieve a minimum cumulative GPA of 3.0 in order to return to good academic standing. If the student does not achieve a cumulative GPA of at least 3.0 at the end of the warning period, the student will be placed on academic probation.

### **Academic Probation**

A graduate student who fails to earn a cumulative GPA of 3.0 or higher at the end of the academic warning period will be placed on academic probation. The student shall receive written notification from his/her faculty advisor and/or department chair. The academic standing will also be noted on

the student's transcript. The duration of academic probation is one semester. The student must seek advisement from his/her faculty advisor and department chair. It is the responsibility of the student, in collaboration with his/her advisor, to develop and submit a revised Satisfactory Academic Progress (SAP) Plan for raising the cumulative GPA to a minimum requirement of 3.0. A graduate advisement hold will be placed on the student's account until the SAP Plan receives final approval by the Director of Graduate Programs. If the student does not achieve a cumulative GPA of at least 3.0 at the end of the probationary period, the student will be dismissed from the institution.

### **Academic Dismissal**

A graduate student who fails to earn a cumulative GPA of 3.0 or higher at the end of the academic probation period will be dismissed. The student shall receive written notification from his/her faculty advisor and/or department chair.

### **Appeal of Academic Decisions**

Graduate students have the right to appeal decisions (*e.g., final grade appeals*) regarding their academic performance or an academic requirement. Before initiating an appeal, students should attempt to resolve the issues directly with the Instructor of Record of the course at issue. The student must initiate and document contact with the Instructor of Record not later than thirty (30) calendar days from the beginning of the academic term following that in which the course at issue was completed. The student should document the date, time, and place at which the contact with the Instructor of Record occurred and the content of the discussion. If the issues as discussed with the Instructor of Record cannot be resolved within five (5) business days, students electing to appeal an academic decision must adhere to the following process and procedures:

- The student must submit a written statement of appeal along with supporting evidence (including the student's documentation regarding the date, time, and place at which the above contact with the Instructor of Record occurred and the content of the discussion justifying the grounds for the appeal to the Instructor of Record's Department Chairperson. The appeal must be submitted to the Department Chair not later than 30 calendar days from the beginning of the academic term following that in which the course at issue was completed. Students not in residence should send their appeals by certified mail to the School Dean for disposition according to the following process and procedures.
- Subsequently, the Department Chairperson forwards (1) the student's written statement of appeal, (2) supporting documentation, and (3) progress toward resolution of the student's issues to the School Dean and the Instructor of Record within five (5) business days of its receipt.
- The School Dean may choose to appoint a Committee of the Faculty to (1) review the student's written statement of appeal and supporting documentation, (2) secure any additional relevant information from the student, and (3) examine other information that the Instructor of Record may wish to offer to the committee. The Chair of the Committee of the Faculty forwards a letter of recommendation to the School Dean, who (within 30 calendar days of the student filing the appeal) sends a letter to the student, the Instructor of Record, the Department Chairperson, and the Chair of the Committee of the Faculty documenting the Dean's decision. The School Dean should send certified letters to students not in residence.
- The student may appeal the decision by the School Dean to the Director of Graduate Programs who may or may not elect to submit the student's appeal to the Graduate Council for recommendations. Within 15 business days, the Director of Graduate Programs will notify the student by letter of his/her decision and will forward copies of the letter to the School Dean, the Chair of the Committee of the

Faculty, the Department Chair, and the Instructor of Record. The decision of the Director of Graduate Programs or the Graduate Council may be appealed to the Provost and Vice President of Academic Affairs. The decision of the Provost and Vice President for Academic Affairs is final and may not be appealed.

### **Appeal of Academic Policies**

Graduate students may appeal academic policies that adversely affect their academic outcomes by submitting a written request for relief to the Director of Graduate Programs within 30 calendar days of the policy's adverse effect on the student's academic outcome. The student's appeal must state (1) the specific policy and the policy's impact, (2) the desired relief, and (3) the justification for seeking the desired relief. Students not in residence should send appeals by certified mail to the Director of Graduate Programs.

The Director of Graduate Programs may elect to forward student appeals of academic policies along with supporting documentation including comments from the School Dean, Department Chair, and Graduate Program Coordinator to the Graduate Council for recommendations concerning disposition.

Within fifteen (15) business days of graduate students submitting their appeals, the Director of Graduate Programs will forward his/her decision to the student in a certified letter with copies to the students' School Dean, Department Chair, and Graduate Program Coordinator and the Provost and Vice President for Academic Affairs.

In the event that graduate students decide to appeal academic policy decisions by the Director of Graduate Programs to the Provost and Vice President of Academic Affairs, the Dean will submit both the Dean's and the Graduate Council's recommendations, if applicable, to the Provost and Vice President for Academic Affairs.

Within 30 calendar days of graduate students submitting their appeals, the Provost and Vice President for Academic Affairs will forward his/her decision to the student in a certified letter with copies to the Director of Graduate Programs and the students' School Dean, Department Chair, and Graduate Program Coordinator. Prior to notifying the student, the Provost and Vice President for Academic Affairs may elect to submit the student's appeal to the Academic Council for recommendations. The decision of the Provost and Vice President for Academic Affairs is final and may not be appealed.



## General Requirements for Graduate Degrees

Candidates for award of a graduate degree must have met all the requirements of the University and of a prescribed plan of study. In addition to the following general requirements, each school and department may prescribe specific degree requirements in accordance with its program objectives. Students should seek additional information from the appropriate school and department. Mere fulfillment of quantitative requirements in terms of courses and time in residence does not qualify a student to receive the degree. Students receive the Master's, Specialist's, and Doctorate Degrees for high quality academic achievement.

### Requirements for Master's Degrees

#### I. Admission

Applicants must submit the following documents to the Office of Admissions:

1. Completed application form.
2. A letter of intent which indicates the desired area of study and describes the applicant's professional goals and qualifications for admission to the program.
3. Three (3) letters of recommendation, including at least two letters from professors in the applicant's major field of graduate study.
4. Official transcripts of all undergraduate and graduate work showing sufficient preparation for advanced work in the relevant major and minor fields providing an adequate foundation for graduate work at the Master's level.
5. A baccalaureate degree from a regionally accredited American institution or foreign institution of comparable quality.
6. A minimum cumulative grade point average of 3.0 in the most recently completed degree program. The University may grant conditional admission to students with less than a cumulative grade point average of 3.0 but who otherwise show excellent promise of success.
7. Current (within the past five (5) years) Graduate Record Examination (GRE) scores for applicants to Master's Degree programs in the Schools of Arts and Sciences, Education, and Social Work. Applicants to the Master of Business Administration Degree program in the School of Business must submit current scores for the Graduate Management Admissions Test (GMAT).

#### II. Residency Requirement

The minimum residence requirement is two (2) semesters of full-time enrollment. The residency requirement for some Master's degree programs may be satisfied by a combination of semesters of part-time study in accordance with written policies of the sponsoring schools and departments.

#### III. Course Credit Requirements

Students must earn a ***minimum of thirty (30) graduate credits*** for award of the Master's Degree.

#### IV. Transfer Credits

Clark Atlanta University may accept as transfer credits a maximum of one-fourth (25%) of the required course credits required by a given program of study; however, individual schools or departments may require further restrictions. Courses to be transferred must be appropriate for courses in the Clark Atlanta University curriculum of the degree to be earned. Students must earn transfer credits in graduate courses at regionally accredited colleges and universities.

The Schools of Business Administration, Education, and Social Work and the Department of Public Administration require students to earn transfer credits at colleges and universities that are also professionally accredited ( e.g., AACSB, NCATE, CSWE, NASPAA).

1. A final course grade of “A” or “B” is required for approval of transfer credit. The University does not accept Pass/Fail grades for transfer credit.
2. The applicant’s academic department may require an examination to confirm mastery of the learning outcomes of courses for which applicants are requesting transfer credit.
3. Graduate students may not accumulate more than one-fourth of the maximum semester hours required in a given program from the combined hours of transfer and transient credits.
4. Courses completed more than ten (10) years prior to transferring to Clark Atlanta University will not be accepted.

#### V. Transient Credits

During their matriculation at Clark Atlanta University, students seeking transient credit for graduate courses completed at other accredited colleges and universities must receive prior approval by the Chairperson of their major academic department and the Director of Graduate Programs. Graduate students may not accumulate more than one-fourth of the maximum semester hours required in a given program from the combined hours of transfer and transient credits. . Students wishing to be granted approval for transient credits must be in good academic standing.

#### VI. Time Requirement for Award of Master’s Degrees

Each student must complete *all* requirements for the Master’s degree within *five (5) calendar years* from the date of matriculation. Clark Atlanta University will *not* award academic credit for requirements completed after the five-year period. Subsequent to matriculation, the University will extend a grace period equivalent to their length of service to students entering the armed services.

#### VII. Communications Skills Certification for International Students

Each school prescribes its own standards for communications skills and certifies to the Office of the University Registrar that its graduates have met these standards.

#### VIII. Foreign Language and/or Research Tools

Some schools or departments require students to demonstrate competence in two foreign languages, or such other research tools as designated by the sponsoring department.

1. The foreign language and/or research tool requirement must be satisfied prior to admission to candidacy.
2. The Department of Modern Foreign Languages in the School of Arts and Sciences administers the test of the students' reading knowledge of foreign languages. These examinations measure the ability to read selected passages from the literature of the major subject.

**IX. Qualifying Examinations**

Students must complete **Qualifying Examinations** within the time specified by their academic departments.

**X. Thesis Research**

Normally, each Master's student concludes his/her studies by submitting a thesis to the School Dean in accordance with deadlines specified in the University Calendar. The University authorizes individual schools to require theses for specific disciplines. Departments sponsoring Master's programs approve standards and schedules for students to propose thesis topics. The University accepts a **maximum of six (6) graduate credits** in any semester for thesis research. In no case, however, does credit for thesis research reduce other credits required for graduation. The ***Clark Atlanta University Thesis and Dissertation Guide***, which is available in the Office of Graduate Programs and at [www.cau.edu](http://www.cau.edu) presents the specific format, components, and deadlines for all thesis and dissertation manuscripts.

**XI. School and Department Requirements**

Any additional requirements are included later in this publication under the individual schools and academic departments.

**XII. Application for Candidacy and Award of the Master's Degree**

Application for candidacy does **not** certify students for award of the Master's degree.

1. Prior to the anticipated graduation semester, students must apply for candidacy with the Office of the University Registrar. Applications must be on file by the deadline stated in the University Calendar.
2. In the academic term in which they have applied, the Department Chair and School Dean must **certify** to the Director of Graduate Programs the candidacy of students who have satisfied all requirements for award of the Master's degree.
3. The University Registrar certifies to the respective School Dean that according to each student's official University transcript that the student has met all requirements for admission to candidacy officially filed with the Director of Graduate Programs.
4. The application for candidacy is valid **only** for the designated semester.
5. Any additional requirements for candidacy are included later in this publication under the individual schools and academic departments.
6. Students who have completed their research requirements and/or engaged in writing a thesis must register for at least one (1) credit of thesis consultation each term inclusive of the summer term until the thesis has received final approval by the Office of Graduate Programs.

## Requirements for Specialist Degrees

The School of Education offers programs of study at the sixth-year level leading to the **Specialist in Education Degree**.

### I. Admission

Applicants must submit the following documents to the Office of Admissions:

1. Completed application form.
2. A Letter of intent which indicates the desired area of study and describes the applicant's professional goals and qualifications for admission to the program.
3. Three (3) letters of recommendation, including at least two letters from professors in the applicant's major field of graduate study.
4. Official transcripts of all undergraduate and graduate work showing sufficient preparation for advanced work in the relevant major and minor fields providing an adequate foundation for graduate work at the Specialist's level.
5. Master's degree from a regionally accredited American institution or foreign institution of comparable quality.
6. Qualification for the fifth-year certificate in the area in which the applicant plans to study for the Specialist degree.
7. A minimum cumulative grade point average of 3.0 in the most recently completed degree program; The University may grant *conditional* admission to students with less than a cumulative grade point average of 3.0 but who otherwise show excellent promise of success.
8. Current (within the past five (5) years) Graduate Record Examination (GRE) scores.

### II. Residency Requirement

The minimum residence requirement is two (2) semesters of full-time enrollment.

### III. Course Credit Requirements

Students must earn *minimum graduate credits* as specified by schools and academic departments for award of the Specialist's Degree.

### IV. Transfer Credits

Clark Atlanta University may accept as transfer credits a maximum of one-fourth (25%) of the required course credits required by a given program of study; however, individual schools or departments may require further restrictions. Courses to be transferred must be appropriate for courses in the Clark Atlanta University curriculum of the degree to be earned. Students must earn transfer credits in graduate courses at regionally accredited colleges and universities, except for six hours of Field Residency. Students wishing to be granted approval for transient credits must be in good academic standing.

The School of Education requires students to earn transfer credits at colleges and universities that are also professionally accredited (e.g., NCATE).

1. A final course grade of "A" or "B" is required for approval of transfer credit. The University does not accept Pass/Fail grades for transfer credit.

2. The applicant's academic department may require an examination to confirm mastery of the learning outcomes of courses for which applicants are requesting transfer credit.
3. Graduate students may not accumulate more than one-fourth of the maximum semester hours required in a given program from the combined hours of transfer and transient credits.

**V. Transient Credits**

During their matriculation at Clark Atlanta University, students seeking transient credit for graduate courses completed at other accredited colleges and universities must receive prior approval by the Chairperson of their major academic department and the Director of Graduate Programs. Graduate students may not accumulate more than one-fourth of the maximum semester hours required in a given program from the combined hours of transfer and transient credits. Students wishing to be granted approval for transient credits must be in good academic standing.

**VI. Time Requirement for Award of Specialist's Degrees**

Students must complete *all* requirements for the Specialist's degree within *five (5) calendar years* of the date of matriculation. Clark Atlanta University will *not* award academic credit for requirements completed after the five-year period. Subsequent to matriculation, the University will extend a grace period equivalent to their length of service to students entering the armed services.

**VII. Communications Skills Certification for International Students**

Each school prescribes its own standards for communications skills and certifies to the Office of the University Registrar that its graduates have met these standards.

**VIII. Qualifying Examinations**

Students must complete Qualifying Examinations within the time specified by their academic departments.

**IX. Research Requirement**

The Specialist in Educational Leadership degree requires completion of a minimum of three (3) credit hours of research (CEDA 699).

**X. Examination Requirement**

A comprehensive examination must be passed within the time periods specified. More detailed information on the examination process may be obtained from the department.

**XI. School and Department Requirements**

These are included in this publication under individual departmental entries.

**XII. Application for Candidacy and Award of the Specialist's Degree**

Application for candidacy does *not* certify students for award of the Specialist's degree.

1. Prior to the anticipated graduation semester, students must apply for candidacy with the Office of the University Registrar. Applications must be on file by the deadline stated in the University Calendar.
2. In the academic term in which they have applied, the Department Chair and School Dean must **certify** to the Director of Graduate Programs the candidacy of students who have satisfied all requirements for award of the Specialist's degree.
3. The University Registrar certifies to the respective School Dean that according to each student's official University transcript that the student has met all requirements for admission to candidacy officially filed with the Director of Graduate Programs.
4. The application for candidacy is valid only for the designated semester.
5. Any additional requirements for candidacy are included later in this publication under the individual schools and academic departments.

## Requirements for Doctoral Degrees

Students receive the Doctoral Degree for the highest quality of academic achievement. Mere fulfillment of quantitative requirements in terms of courses and time in residence does not qualify a student to receive the degree.

### I. Admission

Applicants must submit the following documents to the Office of Admissions:

1. A completed application form.
2. A letter of intent which indicates the desired area of study (Biology, Chemistry, Educational Administration, Social Work, Guidance and Counseling, Political Science, or Humanities) and provides a description of basic philosophy and life goals, revealing how the chosen field of study will facilitate achieving those goals, and reasons for selecting Clark Atlanta University.
3. Three (3) letters of recommendation, including at least two (2) letters from professors in the applicant's major field of graduate study.
4. Official transcripts of all undergraduate and graduate work showing sufficient preparation for advanced work in the relevant major and minor fields providing an adequate foundation for graduate work at the doctoral level.
5. A baccalaureate degree from a regionally accredited American institution or foreign institution of comparable quality.
6. A minimum cumulative grade point average of 3.0 in the most recently completed degree program; The University may grant *conditional* admission to students with less than a cumulative grade point average of 3.0 but who otherwise show excellent promise of success.
7. Current (within the past five (5) years) scores for the Graduate Record Examination (GRE).

### II. Residency Requirement

The minimum residence requirement is three (3) semesters of full-time enrollment, two of which must be contiguous terms in an academic year.

### III. **Course Credit Requirements**

Students must earn minimum *graduate credits* as specified by schools and academic departments for award of the doctorate degree. At least *forty-eight (48) graduate credits* must have been earned in residency at Clark Atlanta University.

### IV. **Transfer Credits**

Clark Atlanta University may accept as transfer credits a maximum of one-fourth (25%) of the required course credits required by a given program of study; however, individual schools or departments may require further restrictions. Courses to be transferred must be appropriate for courses in the Clark Atlanta University curriculum of the degree to be earned. Students must earn transfer credits in graduate courses at regionally accredited colleges and universities.

The Schools of Business Administration, Education, and Social Work and the Department of Public Administration require students to earn transfer credits at colleges and universities that are also professionally accredited ( e.g., AACSB, NCATE, CSWE, NASPAA).

1. A final course grade of "A" or "B" is required for approval of transfer credit. The University does not accept Pass/Fail grades for transfer credit.
2. The applicant's academic department may require an examination to confirm mastery of the learning outcomes of courses for which applicants are requesting transfer credit.
3. Graduate students may not accumulate more than one-fourth of the maximum semester hours required in a given program from the combined hours of transfer and transient credits.

### V. **Transient Credits**

During their matriculation at Clark Atlanta University, students seeking transient credit for graduate courses completed at other accredited colleges and universities must receive prior approval by the Chairperson of their major academic department and the Director of Graduate Programs. Graduate students may not accumulate more than one-fourth of the maximum semester hours required in a given program from the combined hours of transfer and transient credits. Students wishing to be granted approval for transient credits must be in good academic standing.

### VI. **Time Requirements for Award of Doctoral Degrees**

Candidates for the Doctoral Degree must complete *all* degree requirements within *ten (10) calendar years* from the date of matriculation. Clark Atlanta University will not award academic credit for requirements completed after the ten-year period. Students entering the armed services subsequent to matriculation will be granted a grace period equivalent to their length of military service.

### VII. **Communications Skills Certification for International Students**

Each school prescribes its own standards for communications skills and certifies to the Office of the University Registrar that its graduates have met these standards.



### **VIII. Foreign Language/Research Tools**

Some schools or departments require Students to demonstrate competence in two foreign languages, or such other research tools as designated by the sponsoring department.

1. The foreign language and/or research tool requirement must be satisfied prior to admission to candidacy.
2. The Department of Foreign Languages in the School of Arts and Sciences administers the test of the students' reading knowledge of foreign languages. These examinations measure the ability to read selected passages from the literature of the major subject.

### **IX. Qualifying Examinations**

Academic departments must not administer Qualifying Examinations earlier than students completing *two (2) academic years* of graduate work nor later than *one (1) academic year* prior to the expected conferral date of the degree. The preparation and administration of the examinations covers the subjects and courses of the student's major and minor fields and is a rigid test of his/her competence and knowledge in the field of the doctoral study. The student should review the departmental policy for specific guidelines. At specified dates and times, academic departments administer Qualifying Examinations at least twice during the academic year. In addition to preparing and administering the examinations, a Qualifying Examination Committee appointed for each doctoral candidate (1) recommends any subsequent courses of study and (2) initiates preliminary inquiries into the feasibility of the candidate's proposed dissertation topic.

### **X. Dissertation**

The candidate's dissertation proposal must represent a well-defined problem and scope, which lends itself to completion in a reasonable length of time and requires an analysis, synthesis, and evaluation of data leading to the discovery of new knowledge. Upon approval of the dissertation proposal, the candidate forms a Dissertation Committee to supervise the dissertation. The Dissertation Committee includes a chairperson and at least two other faculty members.

1. The candidate's dissertation must provide well-documented evidence of the intellectual mastery of a specified area of original investigation and abundant proof of high skill in research and scholarship.
2. The dissertation requirement must conform to the following statement of the Council of Graduate Schools in the United States ([www.cgsnet.org](http://www.cgsnet.org)):

*The formal research dissertation or project may take several acceptable forms. The evaluation and synthesis of academic or disciplinary knowledge, comparative studies, creative intellectual projects, expository dissertations, or significant research in teaching problems and the organization of new concepts of course work are applicable. Evaluation and synthesis of materials and academic content that may be valuable in college teaching but which have not yet been reviewed is also acceptable. Such research or independent investigation should be closely related to academic subject matter and*

*demonstrate the scholar's mastery of academic content and research skills as attributes of effective teaching. An internship is not a substitute for an independent research project for the degree.*

3. The *Clark Atlanta University Thesis and Dissertation Guide*, which is available in the Office of Graduate Programs and at <http://www.cau.edu> presents the specific format, components, and deadlines for all dissertation manuscripts.
4. Acceptance of the dissertation will be contingent upon the recommendation of the department concerned, the Dean of the School and the approval of the Director of Graduate Programs.

#### **XI. Final Examination**

The Final Examination includes a defense of the dissertation. The sponsoring department specifies whether a written examination will also be required and must administer Final Examinations no later than five (5) weeks before the Commencement at which the degree is to be conferred.

#### **XII. School and Department Requirements**

Any additional requirements are included later in this publication under the individual schools and academic departments.

#### **XIII. Application for Candidacy and Award of the Doctoral Degree**

Application for candidacy does **not** certify students for award of the Doctoral degree.

1. Prior to the semester in which they anticipate graduation, students must file an application for candidacy with the Office of the Registrar.
2. Applications must be made on forms provided for this purpose and may be obtained from the Office of the University Registrar and must be on file on or before the date stated in the University Calendar.
3. In the academic term in which they have applied, the Department Chair and School Dean must certify the candidacy of students who have satisfied all requirements for award of the Doctoral degree to the Director of Graduate Programs.
4. The University Registrar certifies to the respective School Dean that according to the official University transcript, the student has met the program's requirements for admission to candidacy officially filed with the Director of Graduate Programs.
5. This application is valid only for the semester for which it is designated. Specific requirements prescribed by the various schools and departments are listed under their individual entries in this or other official publications.
6. Students who have completed their research requirement and/or engaged in writing a dissertation must register for at least one (1) credit of dissertation consultation each term inclusive of the summer term until the dissertation has received final approval by the Office of Graduate Programs.

## **GRADUATE ACADEMIC SUPPORT AND LEARNING SERVICES**

**The Dr. Bettye M. Clark Graduate Resource Center Kresge Hall, First Floor**  
**(404) 880-8699**  
**(404) 880-8535 Fax**

The Dr. Bettye M. Clark Graduate Resource Center (GRC) is designed to create an environment that supports graduate student learning and technology integration. The GRC serves as a centralized location, providing programs and services throughout the academic year. The GRC's offerings including a variety of academic and professional development seminars, trainings, and workshops, complimentary writing consultations and tutorials, specifically tailored to the needs of graduate students working on exit/conceptual papers, theses, and dissertations, and of students needing general assistance. The GRC also provides referral services in an effort to connect students to the university and other community resources, including a drop-in advice and assistance and career advisement.

In addition to these services, the GRC offers peer tutoring, writing and research consultations, a Writing Lab, an Apple Lab, a PC Lab, and a literature resource library to assist graduate students with their writing, research, technological, and other academic and professional needs. The GRC provides a study areas, a conference room, and a lounge for students to relax, interact with other graduate students, plan events, share ideas, network and develop friendly relationships outside their academic units.

Located on the first floor of Kresge Hall, the GRC is open to all enrolled graduate and professional students via Panther Paw Card swipe access, Mondays-Thursdays, 9:00 a.m.—7:00 pm., and Friday 9:00 a.m.—5:00 p.m. and extended hours during peak seasons, including midterms and finals. Summer term hours vary.

The Center provides following services to graduate students:

- Access to Technologies
- Academic Support
  - Thesis and Dissertation Workshops
  - Writing Tutorials
  - Technology Trainings
- Professional Development Workshops
- Personal Development Resources
  - Transition Services
- Campus Resource Information
- Cross Disciplinary Interaction Opportunities
- Mentoring Opportunities
- Career Advisement and Opportunities
- Networking Opportunities
- General Assistance for all Graduate and Professional Students
- Research Opportunities

**New Graduate Orientation**

New Graduate Student Orientation is designed to assist new graduate students with their transitions to the University. During orientation, students are afforded opportunities to be introduced to CAU culture and traditions, receive academic advisement, and interact with faculty, staff, and administrators. The orientation helps prepare graduate students for their first semester, as well as subsequent years at Clark Atlanta University.

**For additional information, please visit the CAU website.**

## ACADEMIC SERVICES

Clark Atlanta University provides academic services that support the University's students and academic programs. These services are provided through the following support facilities.

### **The Atlanta University Center Robert W. Woodruff Library**

The Atlanta University Center (AUC) Robert W. Woodruff Library supports the teaching and learning missions of four institutions of higher learning that comprise the world's largest consortium of HBCUs—Clark Atlanta University, the Interdenominational Theological Center, Morehouse College, and Spelman College. Conveniently located and easily accessible to the member institution campuses, the Library is the center of the intellectual and social life at the Atlanta University Center.

The AUC Woodruff Library received the prestigious Association of College and Research Libraries (ACRL) Excellence in Academic Libraries Award in 2016. This top honor recognizes academic libraries for delivering exemplary services and resources in support of their institutional missions. The Library joins other libraries at elite academic institutions as a recipient of this annual award. It is the only library of an HBCU to earn this distinction.

Having completed a phase one renovation project in 2010, the Library has been transformed into a 21st century learning and research space designed specifically to meet the needs of today's information seekers. The Library offers innovative services including Mac and PC workstations featuring the latest software programs; smart classrooms and presentation studios equipped with computer connectivity and audiovisual capabilities; and full wireless access throughout the 220,000-square-foot building. The Library also features a number of flexible learning spaces with quiet study areas for individual research and collaborative study where faculty and students can meet to work collectively and share ideas. A graduate study suite, a quiet study suite, and seminar rooms with small and large group capacity are available for reservation for meetings, conferences, or classes. In addition, the Library provides other conveniences for the Atlanta University Center academic village: a shuttle service with routes featuring stops on the campuses; a café located on the Library's main level; and the Virginia Lacy Jones Exhibition Hall, with maximum capacity of 500 to accommodate student, faculty and Library sponsored programs and events. The Library's greenspace, located across from the main entrance on Brawley Drive, features wireless internet access and seating areas for outdoor learning opportunities and is also available for rental use. In addition, the Library opened its Bloomberg Finance Lab in 2018. Equipped with 13 computer stations featuring Bloomberg Terminal software and an interactive Market Wall, the Bloomberg Finance Lab provides hands-on learning experiences and allows students and faculty to engage in real-world applications with software and services that are employed throughout global financial markets.

Nearly 100 staff and professional librarians work to ensure that the AUC Woodruff Library fosters a safe, efficient and visually-inspiring learning environment that contributes to student success. The Library provides access to both print and electronic materials. Its holdings include: 353,574 print volumes; 99,538 electronic books; 148,243 e-journals; 8,477 media; and more than 344 databases.

Electronic resources are accessible via the Library's 230-plus workstations and remotely through its website, [www.auctr.edu](http://www.auctr.edu). The AUC Woodruff Library Archives Research Center is noted for its extensive holdings of materials on the African American experience, including the John Henrik Clarke Africana and African-American Collection, the Henry P. Slaughter and Countee Cullen Memorial collection of graphic and performing arts, and the Maynard Jackson Mayoral Administrative Records collection. In addition, at the request of Morehouse College, the Library has served as custodian of the Morehouse College Martin Luther King Jr. Collection since September 2006. As such, the Library houses and oversees the security, conservation, preservation and access of the collection for scholarly research.

The AUC Woodruff Library also participates in resource-sharing programs. Membership in the Atlanta Regional Consortium of Higher Education (ARCHE) provides faculty and students with access to the collections of nineteen area libraries. Visit [www.atlantahighered.org](http://www.atlantahighered.org) for a list of ARCHE member institutions. Other consortium memberships include: Georgia Library Learning Online (GALILEO), a statewide virtual resource network; LYRASIS; the Online Computer Library Center (OCLC); the Council on Library and Information Resources (CLIR); the Oberlin Group; and the HBCU Library Alliance.

#### **CAU-TV**

##### **Robert W. Woodruff Library, Lower Level**

**Telephone: (404) 880-6151**

Since 1983, CAU-TV has been the Educational PEG channel licensed by Comcast to Clark Atlanta University. CAU-TV Channel 23 programming airs 24 hours a day, 7 days a week. The station cablecasts to more than 150,000 Comcast cable subscriber households within the city limits of Atlanta. The station serves the communities of the Atlanta University Center and of southwest Atlanta, Georgia.

CAU-TV plays an integral role in the Division of Communication Arts at Clark Atlanta University. The Station provides hands-on, broadcast, training opportunities to more than 500 majors, who assist with the production of original programming generated through partnerships with Atlanta University Center organizations, and local educational and community agencies. Students participate in all facets of the production process – utilizing state-of-the-art equipment and working with a professional staff – to reinforce skills taught during classroom instruction. Mass Media Arts majors are not only required to serve as production staff, but are also necessary in order for the Station to produce ongoing original content.

The vision of CAU-TV is to use our strategic location (Atlanta) to expand programming opportunities with a fresh perspective to more global audiences by engaging more accessible experts and implementing emerging media technology that most appropriately positions the station as a highly credible PEG educational access channel. The mission of CAU-TV is to provide a variety of high-quality, informative programming thereby servicing the Atlanta community as an educational and community resource and hands-on, training ground for broadcast majors in the Atlanta University Center.

**WCLK Radio Station, Jazz 91.9 FM**  
**Robert W. Woodruff Library, Lower Level**  
**Telephone: (404) 880-8284**

Founded in 1974, Jazz 91.9 WCLK a 501(c) (3) nonprofit radio station is a member supported National Public Radio (NPR) affiliate and African American Public Radio Consortium member (AAPRC) station that serves the interest of the citizens in metropolitan Atlanta. Licensed to Clark Atlanta University, Jazz 91.9 WCLK broadcasts a mix of classic and contemporary Jazz, Gospel and information programming to a metropolitan Atlanta audience of nearly 250,000 weekly listeners and it streams to thousands of weekly visitors globally at wclk.com. WCLK offers mainstream Jazz programming on its HD2 platform and a Hip Hop student programmed format on its HD3 platform which also serves as a production training outlet for students at Clark Atlanta University.

The mission of Jazz 91.9 WCLK is to develop and provide professional high quality multimedia services and information programming and to increase the awareness of the significance of jazz music as an American art form to the Atlanta community and worldwide audience, while training and guiding students in all aspects of public media services.

The vision of Jazz 91.9 WCLK is to leverage its legacy as a jazz and cultural icon throughout the Atlanta area and the world by cultivating the resources that ensure uninterrupted quality public media services and by adopting and implementing new technologies and content delivery platforms that serve the widest audience possible.

**Clark Atlanta University Art Museum**  
**Trevor Arnett Hall, Second Floor**  
**Telephone: (404) 880-6102**

Clark Atlanta University Art Museum (formerly Clark Atlanta University Art Galleries) provides a range of aesthetic and educational experiences for the Clark Atlanta University community and the general public. In serving both the academic goals of the institution and public interests, the museum disseminates knowledge about and stimulates interest in African and African Diaspora art via special exhibitions, programs, and publications developed in-house and in cooperation with other museums and cultural institutions. The exhibitions and related programs are specifically designed to enhance the development of these communities through the collection, preservation, exhibition and interpretation of works of fine art that engage with key art movements and intellectual currents of the 20th and 21st centuries.

Acquired primarily from 1942 to 1970 by virtue of the purchase of prize-winning works created by artists participating in the annual *Exhibitions of Paintings, Prints, and Sculptures by Negro Artists in America*, the permanent collection is one of the largest and most historically significant collections of African American fine art in the United States. It is currently comprised of 1217 works that date from 1895 until the present, and continues to be supplemented by purchases and gifts from donors and



patrons. The African American collection includes historical, modern, and contemporary works by renowned artists such as William Edouard Scott, Henry Ossawa Tanner, Elizabeth Catlett, Norman Lewis, Lois Mailou Jones, Mildred Thompson, Radcliffe Bailey, Albert Chong, Sheila Pree Bright, and Fahamu Pecou. The African collection consists of 382 works of traditional art primarily from West Africa with a few innovative pieces from Central and East Africa. Due to donations by Samuel and Dorothy Rosenman and Chauncey Waddell, a former Trustee of Atlanta University, the contemporary collection also includes nearly 85 works by notable artists of non-African descent such as Will Barnet, Isabel Bishop, Alexander Calder, John Marin, I. Rice Periera, Gerard Ernest Schneider, and Zao Wou-Ki.

Selections from the collection are displayed regularly in the gallery on the second floor of Trevor Arnett Hall. It is open Tuesday through Friday from 11am to 4pm as well as by appointment. The *Art of the Negro* mural series, which depicts the contribution of peoples of African descent to civilization and expressive culture, is located in the Hale Aspacio Woodruff Atrium. It is accessible Monday through Friday from 9am to 5pm and by appointment.

A national forum for artists of African descent, Clark Atlanta University Art Museum fosters visual literacy and intellectual engagement for university faculty and students, public school groups, and the community at-large. The museum's staff offers tours and opportunities for in-depth scholarly research on specific works of art in the permanent collection. In addition, we are a pedagogical resource for undergraduate and graduate courses concerned with sociocultural, psychological, and historical issues related to Africa and the African Diaspora.

### **Computing Services and Resources**

The Office of Information Technology and Communications (OITC) is committed to establishing Clark Atlanta University as a leader among colleges and universities for its use of technology. Keeping information technology current is critical to our competitiveness and provides unprecedented opportunity for the University to achieve its mission. OITC manages the University's infrastructure, administrative and academic information technology resources as well as provides support for research technology.

The University's technology infrastructure is supported by a state-of-the-art data center, campus-wide fiber optics backbone and wireless network connecting campus users to speeds up to 10 gigabit (GB). Connectivity to the Internet is supported by a 10 gigabit dedicated sonet-ring circuit and provides access to the Internet for faculty, staff, researchers and students to support teaching, learning, research and administrative needs. The wireless network access is available in every building on campus including the residential halls and outdoor spaces on the Promenade and the quadrangles across the campus. There are over 30 teaching and open computer labs with more than 1000 computers available for academic use. Students, faculty and staff can access a variety of university provided applications and resources including electronic mail; a campus-wide emergency messaging system, a university website ([www.cau.edu](http://www.cau.edu)), Panther PAW Discover Card access control and other course specific applications.

Learning and teaching is presented in technology enhanced classrooms and computer labs to support academic program needs in educational facilities. Personal computers and specialized computing equipment are located in academic buildings and computing labs throughout campus and are available to all registered students. Depending upon the academic program, students have access to either Windows or Apple computers with standard applications (e.g., Microsoft Office) and some course specific software. Students also have access to cloud-based Microsoft Office 365 suite calendaring and collaboration tools accessible via outlook365 webmail 24 hours a day via the internet. The University leverages Canvas learning management system application for course management and accommodates access to the system both on and off campus. The administrative functions are supported through Ellucian's Banner administrative system for student information, financials, institutional advancement and human resources transaction management. Students can register for classes and manage their financial aid and account information via internet access to BannerWeb.

Students are urged to make maximum use of the computing equipment for preparing papers and for increasing their skills in computer science and computer information techniques. OITC provides hardware, software and networking technical support through the Help Desk for both residential hall students and commuting students.

## **OFFICE OF RESEARCH and SPONSORED PROGRAMS**

### **Office of Research and Sponsored Programs**

**Thomas W. Cole, Jr., Research Center for Science and Technology, Room 1001**

**Telephone: (404) 880-6990**

At Clark Atlanta University (CAU), we believe that research and education cannot be decoupled; research and scholarly activity at CAU is essential in providing a world-class educational experience for our students.

The Division of Research and Sponsored Programs (RSP) serves as the University's central administrative unit responsible for securing external resources through grants and contracts and providing financial and contractual stewardship of awards. RSP provides dynamic and proactive services to cultivate and maximize external resources for relevant research, scholarly and creative pursuits. Services include guidance and support to the University community, while ensuring strict compliance for the University's contractual and regulatory obligations and financial accountability to external stakeholders both federal and non-federal, public and private.

The mission of the RSP is to provide leadership in the establishment of partnerships between the faculty, the institution and its constituents, the facilitation of research centers, core facilities, technology transfer and commercialization, governmental affairs and the development and implementation of the operational processes and policies of the research enterprise at CAU including the delivery of pre- and post-award services.

The vision of the is to leverage and support the diverse skills and expertise of our students, faculty, researchers, and staff to foster the growth of the research enterprise, provide exceptional research and educational experiences for our students, and make significant discoveries and contributions to the knowledge of humankind.

RSP realizes its purpose by delivering value-added “one-stop” support and management of the research and sponsored programs administration for the CAU research enterprise, to include all research centers, core facilities, technology transfer and commercialization and governmental affairs efforts.

### **Center for Cancer Research and Therapeutic Development (CCRTD)**

**Thomas W. Cole, Jr., Research Center for Science and Technology, Room 4005**

**Telephone: (404) 880-6763**

The Center for Cancer Research and Therapeutic Development (CCRTD) at Clark Atlanta University was *established* in 1999 out of the strengths of the Departments of Biological Sciences and Chemistry. CCRTD is currently supported by the National Center for Research Resources (NCRR)/National Institutes of Health (NIH)-sponsored Research Center in Minority Institutions (RCMI) program; the

National Center on Minority Health and Health Disparities (NCMHD); National Cancer Institute (NCI); Department of Defense (DOD); and Georgia Research Alliance.

In 2004, CCRTD faculty decided to focus its efforts on prostate cancer research. This decision was based on the significantly higher rate of incidence and mortality among African-American men and because of the unique expertise of CCRTD faculty that could readily be applied to this area of research. The CCRTD involves undergraduate and graduate students in the area of cancer research and trains post-doctoral fellows in the area of cancer biology and, hence, helps to develop future generations of African-American scientists of the highest caliber.

The mission of the Center for Cancer Research and Therapeutic Development (*CCRTD*), Clark Atlanta University's Center of Excellence serving the African-American community, is to provide opportunities for high caliber basic and translational research; train scientists in cancer research; and provide an educational environment for community outreach, prevention, early detection, and treatment of prostate cancer which disproportionately affects African Americans.

The vision of the Center for Cancer Research and Therapeutic Development (*CCRTD*) is to develop a scientific research center of national prominence with a clear focus on prostate cancer and its impact within the African-American community. This comprehensive center will engage in world-class basic and translational research; provide training for future generations of cancer scientists; and conduct community-based educational and research activities.

#### **Center for Undergraduate Research and Creativity (CURC)**

**Thomas W. Cole, Jr., Research Center for Science and Technology, Room 3035**

**Telephone: (404) 880-6863**

**Email: [curc@cau.edu](mailto:curc@cau.edu)**

The Center for Undergraduate Research and Creativity (CURC) promotes and facilitates research experiences for undergraduate students and has as its mission to function, under the umbrella of the Office of the Provost, as the university hub for coordinating and communicating opportunities for undergraduate research and creative and scholarly activities to the university community. The CURC will assist the undergraduate research, creative and/or scholarly activity efforts at CAU through the distribution of university funds to support such efforts and travel for undergraduate students to disseminate original results. Clark Atlanta University has placed faculty-student mentor relationships and undergraduate research among its top strategic priorities.

#### **Center for Innovation and Entrepreneurial Development (CIED)**

**Thomas W. Cole, Jr., Research Center for Science and Technology, Room 1004**

**Telephone: 404 -880-1945**

**Email: [bberger@cau.edu](mailto:bberger@cau.edu)**

The Center for Innovation and Entrepreneurial Development (CIED) was established to develop a campus-wide entrepreneurship and innovation ecosystem and INNOVATION LAB/MAKER SPACE.

The center offers: 1) Innovation and Design Thinking Courses and Workshops; 2) Ideation, Lean Start-Up, and Small Business Mentoring; 3) 3D Printing & Prototyping; 4) Tech Transfer and Commercialization Support; 5) Hackathons; and 6) Business Pitch Competitions.

### **Oak Ridge Associated Universities**

Since 1980, students and faculty of Clark Atlanta University have benefited from its membership in Oak Ridge Associated Universities (ORAU). ORAU is a consortium of colleges and universities and a contractor for the U.S. Department of Energy (DOE) located in Oak Ridge, Tennessee. ORAU works with its member institutions to help their students and faculty gain access to federal research facilities throughout the country; to keep its members informed about opportunities for fellowship, scholarship and research appointments; and to organize research alliances among its members.

Through the Oak Ridge Institute for Science and Education, the DOE facility that ORAU operates, undergraduates, graduates, postgraduates, as well as faculty enjoy access to a multitude of opportunities for study and research. Students can participate in programs covering a wide variety of disciplines including business, earth sciences, epidemiology, engineering, physics, pharmacology, ocean sciences, biomedical sciences, nuclear chemistry, and mathematics. Appointment and program length range from one month to four years. Many of these programs are especially designed to increase the number of underrepresented minority students pursuing degrees in science-and engineering-related disciplines. A comprehensive listing of these programs and other opportunities, their disciplines, and details on locations and benefits can be found in the ORISE Catalog of Education and Training Programs available at [www.orise.orau.gov/science-education/internships-scholarships-fellowships/default.aspx](http://www.orise.orau.gov/science-education/internships-scholarships-fellowships/default.aspx).

ORAU's Office of Partnership Development seeks opportunities for partnerships and alliances among ORAU's members, private industry, and major federal facilities. Activities include faculty development programs, such as the Ralph E. Powe Junior Faculty Enhancement Awards, the Visiting Industrial Scholars Program, consortium research funding initiatives, faculty research, and support programs as well as services to chief research officers. For more information about ORAU and its programs, contact the Department of Physics, or visit the ORAU Home Page ([www.orau.org](http://www.orau.org)).

### **Intellectual Property Policy**

As a leading research institution, Clark Atlanta University (CAU) through the Office of Research, and Sponsored Programs, encourages the faculty, research scientists, postdoctoral associates, staff, students, and volunteers to engage in research activities and creative work that lead to inventions, innovation, discoveries, and copyrightable works that are patentable, copyrightable or qualify for a trademark, technology transfer, and that fosters the general development of intellectual property.

Consistent with the Bayh-Dole Act of 1980 (P.L. 96-517), it is also the policy and responsibility of the University and other affiliated organizations, such as a university-connected research corporation, to encourage the use of such discoveries, inventions, and copyrightable works for the good of the public and to provide equitable distribution between the University and the

investigator/inventor/author(s) of net licensing revenue resulting from the commercialization of novel discoveries, inventions, and copyrightable works that the University owns in whole or in part.

This policy applies to all research and creative works (discoveries, developments, inventions, or copyrightable) made by persons employed (either as full-time, part-time or temporary employees) by CAU or affiliated organizations, research scientists, visiting scientists, postdoctoral associates, students, volunteers, and other persons using University facilities and resources. The University remains committed to academic freedom.

The Associate Vice President (VP) of Research and Sponsored Programs, with the assistance of the staff in technology transfer and licensing, General Counsel, Provost/Vice President for Academic Affairs, and an ad hoc advisory committee approved by the President is responsible for implementing this policy.

In the event the determination is made that no University sponsorship, external funding or significant use of University resources was involved, and the work did not result from activities performed within the scope of employment or association with CAU, the Associate Vice President of RSP shall advise the University to waive all claims. If not, the Associate Vice President of RSP shall determine the terms of the modification of the sponsorship agreement, intellectual property agreement, or licensing agreement as it relates to patents and copyrights, and so advise the President.

In evaluating inventions, discoveries, intellectual property, filing patents and copyrights applications, licensing, administration of patents and copyrights, the University may obtain legal and technical assistance or external services from independent patent and copyright organizations.

The Intellectual Property Policy comprises both a patent policy and a copyright policy and is published in detail in the current *CAU Faculty Handbook* as well as posted on [www.cau.edu/research-sponsored-programs/forms-policies](http://www.cau.edu/research-sponsored-programs/forms-policies).

For further information about patents visit United States Patent and Trademark Office website ([www.uspto.gov/main/patents.htm](http://www.uspto.gov/main/patents.htm)) and for copyrights, the United States Copyright Office website ([www.copyright.gov](http://www.copyright.gov)).

## COMMUNITY SERVICE AND CULTURAL ENRICHMENT

At Clark Atlanta University pursuing community service is no small task, nor is it an activity that is separate from our teaching, learning, research, and service mission. CAU's service initiatives span a full range of endeavors that allow our students, faculty and staff to be involved in the world around them in ways that benefit them and the people they impact as well as fulfilling our unique Mission that supports and advocates the University's motto, "*Culture for Service*," and the Campus Cultural Creed tenet which states, "*I will commit myself to service so I can make a difference in the world and a difference to more than just myself.*"

CAU defines *Community Service* engagement as actions that motivates and seeks to address human need and assists in improving the physical, psychological, spiritual, and/or economic conditions of others. Our community outreach programs specifically implies collaborative relationships leading to productive partnerships with many groups such as businesses, industries, professional associations, schools, churches, governments, alumni, indigenous and ethnic communities, and groups of local citizens that yield mutually beneficial outcomes such as *innovation, the exchange of knowledge, and the scholarship of engagement*.

The University continually seeks to respond to real need within its regional communities, through provision of intellectual leadership in areas of community interest and concern, offering university resources and facilities for community use, and working with communities for mutually productive outcomes. The University, through a variety of community service projects and events, is engaged to generate and apply knowledge that promotes economic prosperity, environmental sustainability, and social and cultural development. Furthermore, the University is committed to build an alliance of university-community engagement in order to promote the social, environmental and economic and cultural development of communities.

Clark Atlanta University Community Service Program provides information and opportunities to all CAU students in support of service learning requirements and in conjunction with student co-curricular and student organization activities including an annual Community Service Fair, "A Day of Service." The Program also afford students to contribute to their communities, learn civic responsibility, and enhance their overall learning experience through volunteerism in community service agencies, school-based programs and special civic events. Our faculty and staff members are expected to render services to the community by working with people and/or organizations outside their professional fields.

### **Office of Community Service**

**Bishop Cornelius L. Henderson Student Center, Suite 250**

**Telephone: (404) 880-8040**

The mission of the Office of Community Service is to offer opportunities for students to engage in social and civic activities in an effort to contribute to the improvement of communities while enhancing overall learning and leadership through volunteerism.



The vision of the Office of Community Services is to enable students to become more socially responsible and accountable by providing their services to impact the well-being of others through collaboration with agencies within the Atlanta University Center and the community.

The Office of Community Service promotes the spirit of public service at Clark Atlanta University by offering opportunities to students, faculty, staff to participate in volunteer work, providing support for student-sponsored social action that address the educational, social, cultural, and recreational needs of disadvantaged residents in the Atlanta metropolitan area. By organizing programs, which involve Clark Atlanta University students, faculty, and staff in partnership with community organizations, government agencies, businesses, and schools, the Office of Community Service impacts the educational, social, and recreational issues of the citizens of Atlanta. Each community service programs has the same goal of improving the educational challenges of Atlanta's diverse urban population.

### **Volunteer/Community Service Opportunities for CAU Students**

<b>AIDS Walk Atlanta</b> PO Box 78187, Atlanta, GA 30357 Contact: Sherri Hamilton, Volunteer Coordinator Sherri.hamilton@aidatlanta.org	<b>National Urban Coalition for Unity and Peace (NUCUP)</b> 2892 East Point Street East Point, GA 30344 Contact: nucuppres@nucup.org
<b>Care Net Pregnancy Resource Center of Atlanta (CPRCA)</b> 100 Edgewood Avenue N.E., Suite 1650, Atlanta, GA Contact: carenetprcatl@bellsouth.net	<b>Kingdom of God International Evangelistic Outreach Ministries, Inc.</b> 4590 Welcome All Road, College Park, GA 30349 Contact: Kingdom2@bellsouth.net
<b>Breakthrough Atlanta</b> 4075 Paces Ferry Road, N.W., Atlanta, GA 30327 Contact: Jill VanLester, Program Director jvanleester@lovet.org	<b>Carpe Diem Unlimited, Inc.</b> 6411 Elcaudillo Ct., Atlanta, GA 30349 Contact: <a href="mailto:classe4u@aol.com">classe4u@aol.com</a>
<b>Children's Restoration Network</b> 11285 Elkins Road, Roswell GA 30076 Contact: Gino Payne, Agency Director ben@childrn.org	<b>Kollege Kids</b> 223 James P. Brawley Drive, Atlanta, GA 30314 Contact: kollegekidin.com
<b>Goodwill of North Georgia</b> PO Box 967, 10 Huntington Road, Athens, GA 300603 Contact: Jon Eury, Agency Director goodguides@ging.org	<b>Raising Expectations</b> PO Box 92814, Atlanta, GA 30314 Contact: <a href="mailto:devin@raisingexpectations.org">devin@raisingexpectations.org</a>
<b>Lyke House: The Catholic Center at AUC</b> 809 Beckwith Street, S.W., Atlanta, GA 30314 Contact: Ashley Morris amorris@lykehouse.org	<b>Hosea Feed the Hungry &amp; Homeless</b> 1035 Donnelly Avenue, Atlanta, GA 30310 Contact: <a href="mailto:volunteer@hoseafeedthehungry.com">volunteer@hoseafeedthehungry.com</a>
<b>Jumpstart at Morehouse College, Spelman College and Clark Atlanta University</b> Bonner Office of Community Service Leadership Building, Office 420 830 Westview Drive, S.W., Atlanta, GA 30314	<b>We Do It For The Hood</b> 170 Northside Drive, Suite 204, Atlanta, GA 30312 Contact: <a href="mailto:glennpair99@yahoo.com">glennpair99@yahoo.com</a>

## **Cultural Enrichment Activities**

Clark Atlanta University makes available to its students a wide range of cultural and intellectually enriching activities. Presentations by distinguished actors and speakers, theatrical productions, concerts, and other events are coordinated through the Office of Student Activities, the SGA and other University departments. Students are encouraged to join one of the University's performing arts groups, including the Philharmonic Society, the Jazz Band, and the Marching and Concert Bands.

Several major lecture series are sponsored by various departments, including the C. Eric Lincoln Lectureship in Social Ethics, sponsored annually by the Department of Religion and Philosophy, and the Julius C. Daugherty Endowed Lecture in Law and Government, which under the auspices of the School of Arts and Sciences honors the memory of a distinguished alumnus and brings to the campus lecturers of national and international import. In the School of Business, the Dean's Executive Lecture Series expose students to senior-level executives, and enlighten them about the leadership style and responsibilities of some of the nation's most influential leaders.

Other academic departments also contribute to the cultural and intellectual life of the University. The Art Department annually sponsors visiting artists and exhibitions. Past exhibits and exhibitors have included such notables as: Richard Hunt, Gordon Parks, "Blacks in America: A Photographic Record" from the George Eastman House, and the Printmaking Workshop of New York with workshop director Robert Blackburn. The Department of English sponsors several events that enhance the cultural and academic climate of Clark Atlanta University and the Atlanta community. Foremost among them is the Annual Writers Workshop Conference, winner of the 1995 Governor's Award in the Humanities. Other activities are the African-American Read-In (an affiliate of the National Council of Teachers of English, NCTE), the Charles Waddell Chesnutt Association (an affiliate of the American Literature Association), and the Annual James Weldon Johnson Gala, a scholarship benefit named in honor of the University's most well-known and distinguished alumnus.

Clark Atlanta University students are encouraged to join one of the University's performing arts groups. Among these groups are the Clark Atlanta University Philharmonic Society, which has performed in the Caribbean, New York City, at major universities, and at the inaugural ceremony of former President Jimmy Carter; the Clark Atlanta University Jazz Orchestra, which has achieved international recognition, having been invited to perform at major jazz festivals in the United States, Europe, and Africa; and the Clark Atlanta University Players, one of the outstanding theater groups in the region, consistently maintaining excellence in its productions. Additionally, Clark Atlanta University has a hand bell choir, symphony orchestra and both a concert and a marching band. Membership in these ensembles, including the Philharmonic Society and the Jazz Band, is by audition only.

## **Pre-Alumni Council**

The Clark Atlanta University Pre-Alumni Council is one of 38 councils of the National Pre-Alumni (NPAC) which is the undergraduate arm of the National Alumni Council. The NPAC was created to stimulate interest and participation of students in the programs of the United Negro College Fund, to

preserve and to encourage loyalty and fellowship between the member colleges and universities, assist in raising funds during the annual campaign and help them become better alumni while in school and upon graduation. The National Pre-Alumni Council is the governing body for the Pre-Alumni Councils located on UNCF's member colleges and universities campuses. The NPAC officers are elected annually during the NAC/NPAC Conference.

### **Alumni Relations**

The Alumni of Clark Atlanta University are the largest, most loyal, permanent constituency of the institution. The Office of Alumni Relations (OAR) serves as a liaison between Clark Atlanta University and its 30,000 alumni constituency. As part of the Division of Institutional Advancement and University Relations (IA/UR), the Alumni Relations staff is dedicated to reaching out to the alumni and works cooperatively and collaboratively to advance the overall goals of the Division and the University. The mission of Alumni Relations is to encourage alumni to support Clark Atlanta University and to help them build a life-long bond with the institution.

Alumni Relations, for certain activities and programming germane to the University, works collaboratively with the Clark Atlanta University Alumni Association, Inc. (CAUAA), which is a separately operating dues paying membership driven organization. The CAUAA is represented on the University's Board of Trustees and is actively engaged in developing a sense of identity for the University alumni. The CAUAA supports CAU by seeking and recruiting members to its national chapters; providing access to national chapters, meetings, association publications, national and international member contact network; assisting members in professional, economic, and social development; and encouraging members to contribute in CAU through financial and volunteer support.

Mutually, working together, both the Alumni Relations and Alumni Association provide a beneficial and rewarding opportunity to the University and its alumni by strengthening their commitment to each other and to keep the Clark Atlanta University family strong and connected. Alumni Relations is responsible for developing initiatives that identify and engage alumni in the life of the University through which they can assist the institution in achieving its stated goals. The primary functions of the Office are:

- *Engage and Reclaim* – develop and implement initiatives that engage, reclaim and reunite alumni
- *Program Development* – develop programs that showcase the value of alumni and programs through which alumni can assist the University in achieving its goals
- *Public Relations and Communications* – foster relationships among alumni ambassadors, volunteer organizations, and corporate and civic constituents; maintain and improve communication between the University and alumni through targeted and timely messaging
- *Recruitment* – assist with the recruitment of students by fostering alumni involvement

### **Campus Communication**

Ensuring adequate means of communication among students, faculty, staff, and administrators further enhances the campus environment. Through various lecture series, annual convocations, and presentations by distinguished scholars, activists, political figures and international leaders, an effective campus wide communication system is achieved. The President and the Offices of Academic

and Student Affairs conduct regular Town Hall meetings with students and faculty, which provide the opportunity for direct dialogue on issues of concern between these groups and the administration. In addition, important information, events, and activities are transmitted to students through mass e-mails, social networks, and approved flyers posted on bulletin boards situated in strategic locations.

Students are also provided the opportunity to interact with professionals and subject matter experts in classrooms or in informal settings. Many of the visiting lecturers and artists-in-residence appear on the University's cable station, CAU-TV and Jazz 91.9 WCLK radio station.

Another important form of communication is through print media. CAU constituents enjoy reading *CAU Connections*, alumni publication issued quarterly, the *CAU Magazine* published twice a year, the *CAU View*, an electronic publication designed to keep faculty and staff informed of university related news, distributed bi-monthly, and *CAUNOW*, an electronic publication of university communications circulated daily.

## **Graduate Education**

**Graduate Education**  
**Kresge Hall, Room 101**  
**(404) 880-8667**

### **Overview**

In keeping with the University's purpose of engaging in the exploration of innovative ideas through research and teaching, new programs, and educational experiments, graduate programs at the University are committed to search for truth, transmit knowledge, encourage creative research and serve society. The University has a special commitment to these three functions: teaching, research, and public service, all of which are focused strongly on the attainment of a society – American and global – which is responsive to the human needs of all its citizens. This commitment is reflected in a twofold obligation of the University therefore to identify, to nourish, and sometimes modify that which among its traditions is or can be meaningful in the world of today and tomorrow while it discovers and develops the new, the perhaps as yet undreamed of, which a new age requires.

### **Mission**

The mission of the Graduate Education is to facilitate and support graduate programs and enable diverse learners to matriculate and graduate by collaborating with the various Schools to assist students in attaining mastery in knowledge, scholarly research, and creative skills critical to advance in their academic and professional careers.

### **Vision**

The vision of Graduate Education in collaboration with graduate academic programs, is to improve and enhance student recruitment, admission, retention, and graduation by providing educational services and support to develop graduates who will serve society and be recognized for excellence in global engagement and intellectual contributions.

## **EDUCATIONAL PROGRAMS**

Clark Atlanta University seeks to advance the ideals of high academic standards and freedom of choice for students. Through its curriculum, the University strives to instill an understanding of humanity and the environment, a desire to contribute to society, and a determination to improve the quality of life locally, nationally, and internationally. Learning is enriched by emphasizing interrelationships among the academic disciplines maintained by the University.

Furthermore, the University's commitment to student-centered, quality-driven programs and services is clearly reflected in its curriculum and degree programs. The educational goals and objectives continue to be compatible with traditional academic values that ensure the quality and continuity of scholarly pursuits in the University setting. The three central tenets of higher education: teaching, research and service, are precepts that continue to be at the heart of the University's mission, academic programs, and educational practices.

### **Academic Structure**

For administrative purposes and to facilitate interdivisional and interdepartmental efforts, divisions, departments, and programs are organized into four schools: The School of Arts and Sciences, the School of Business Administration, the School of Education, and the Whitney M. Young, Jr., School of Social Work. Through these schools, the University is preparing its graduates to help identify solutions to many of the most critical issues facing the international community.

### **Graduate and Professional Student Policy**

Students enrolled in various graduate schools must comply with the guidelines established by the school or department. Each school within the University may set its own required standards for continuation in a program of study. However, the minimum standard of a 3.0 cumulative GPA must be maintained. Please refer to the handbook of the school/department for details regarding academic requirements.

## SCHOOL OF ARTS AND SCIENCES

### Office of the Dean

**Sage-Bacote Hall, Room 103**

**Telephone: (404) 880-6610**

The School of Arts and Sciences is committed to creating and maintaining a thriving cultural and academic milieu in which students and faculty may fully develop their individual potential as human beings, leaders, scholars, teachers, and productive members of society.

The mission of the School of Arts and Sciences is to prepare broad-based scholars, researchers and practitioners who are leaders, lifelong learners, and productive global citizens; to provide the core curricular foundation for the University, and to enrich the University's artistic and cultural environment.

The vision of the School of Arts and Sciences is to lead in the preparation and education of students and attain greater prominence in the global environment through research and creative expression, and its interdisciplinary programs that are recognized for academic excellence, and intellectual breadth and depth.

The School offers graduate degree programs through the divisions of Humanities, Natural and Mathematical Sciences, and Social Sciences, that provide a variety of uniquely designed high quality instructional programs and academic activities from cutting-edge research to preparing students to meet the demands of a career in various industries.

### **Graduate Programs of Study**

The degrees conferred by the School of Arts and Sciences are:

Master of Arts	Doctor of Philosophy
African American Studies Africana Women's Studies Criminal Justice English French History Political Science Sociology Spanish	Biology Chemistry Humanities (Interdisciplinary Program) Concentrations: African American Studies Africana Women's Studies English History  Political Science
Master of Public Administration	
Master of Science	
Biology Chemistry Computer Science Mathematics Physics	



## **Communications Skills and School Certification Requirements for International Students**

The School of Arts and Sciences has two school-wide regulations intended to establish that students meet its standards for communications skills.

- a. All international students whose TOEFL score is less than 600 must pass an ESL test administered within the School of Arts Sciences.
- b. Each department designates the instrument specifically designed to determine whether a student has satisfactory communication skills. A copy of the instrument must be filed in the Dean's Office prior to the semester in which it is administered.

## **Foreign Language and/or Research Tools Requirement**

All students in the School of Arts and Sciences must demonstrate reading proficiency in French and Spanish. The Department of English and Modern Languages in the School of Arts and Sciences administers the test of the students' reading knowledge of the foreign languages of their choice. These examinations measure the ability to read selected passages from the literature of the major subject. Students may also meet this requirement by passing a three (3) credit course in French (CFLS 506) or Spanish (CSPA 506) for Graduate Students.

**or**

As a substitute, students may demonstrate reading proficiency in one (1) foreign language and by passing an examination in a graduate course in computer science, statistical analysis, or another applicable research tool.

*Graduate courses required in Research Tools such as foreign languages, computer science, statistical analysis, or another applicable research tool may not be used to satisfy the minimum graduate credit requirement for the Master's or Doctorate Degree.*



## Division of Humanities

The Division of the Humanities serves as a catalyst to all divisions and departments within the School of Arts and Sciences. In addition, it provides cultural and academic experiences designed for the promotion of scholarship and the training of competent scholars in African American and Africana Women's Studies, History and English. The humanities curricula relate African American experiences not only to the broader experiences of black people, but to those of other ethnic groups as well. In these instructional programs students are trained for careers as college and high school teachers of African American Studies, Africana Women's Studies, History, English and Humanities.

These programs seek to provide students with the tools and motivations for scholarly research while preparing them for study toward more advanced degrees and for leadership roles in higher education and in their communities. For those students who aspire to careers in the creative arts, the Division of Humanities endeavors to provide the knowledge, skills, and stimuli essential to the realization of their creative aspirations.

### **DEPARTMENT OF AFRICAN AMERICAN STUDIES/AFRICANA WOMEN'S STUDIES/HISTORY (AWH)**

**McPheeters-Dennis Hall, Suite 250**

**Telephone: (404) 880-8239**

#### **Overview**

The Department offers the **Master of Arts Degrees in African-American Studies, Africana Women's Studies, and History**. These degree programs began as separate graduate programs but were conceived in the spirit of W.E.B. Du Bois, who pioneered research in these areas at Atlanta University. The long tradition of African, African American and Africana Women's Studies at Clark Atlanta University allows for integrative and interdisciplinary studies with many academic departments, particularly English, Modern Languages, History, Political Science, and Sociology while permitting each area of study to maintain its own identity and to provide solid foundations for students in understanding and appreciating the history, culture, contributions and lifestyles of the black experience. With a strong commitment to advancing social justice, these programs strive to educate students stimulating intellectual growth and professionalism while fostering visionary, informed, culturally sensitive, and socially responsible scholarship.

The Department is committed to academic excellence and stresses the development of analytical skills and critical judgment. Curriculum emphasis in each of the degree programs is placed on acquiring academic research and writing skills along with an understanding of global issues, diverse cultures, and our shared humanity. As an extension of classroom instruction, students are encouraged to engage in practical applications of learning through service learning and community engagement, internships, and study abroad opportunities.

The graduate coursework leading to the **Master of Arts Degrees in African-American Studies, Africana Women's Studies, and History** provide focus and breadth through a unique interdisciplinary studies approach by training students with opportunities for the systematic analysis of the convergence of gender,

class, and racial bias as well as enhancing their historical and contemporary knowledge of scholars in other disciplines.

### **Programs of Study**

Master of Arts Degree in African American Studies (30 Credits)

Master of Arts Degree Africana Women's Studies (30 Credits)

Master of Arts Degree in History (30 Credits)

### **Mission**

The mission of African American Studies is to offer students an interdisciplinary course of study that expands and imparts knowledge related to gender, cultures, and the history of the African Diaspora utilizing scholarly research, theoretical inquiry and policy analysis to prepare graduates for diverse professions which understand experiences of people of Africa descent and others as well as promote social justice within the global community.

The mission of Africana Women's Studies is to provide a comprehensive plan of study which explores gender and its intersections with sexuality, race and ethnicity, nationality, disability and class.

The mission of the History Program is to prepare students in the major and in other disciplines with historical knowledge of human experience, past events and the understanding of global issues, diverse cultures, and our shared humanity.

### **Vision**

The vision of the African-American Studies Program is to be a premier model of Africana Studies, through an integrated department to provide students with knowledge, values and skills necessary to enter the professional fields of education, research, government, and civic service nationally and globally.

The vision of the Africana Women's Studies Programs is to provide a comprehensive plan of study in conjunction with in-depth leadership development that focuses on building and enhancing core competencies recognized as "fundamental musts" for those in leadership positions and have proven to be essential characteristics in enriching worker/job behaviors and achievements that are significant for job success.

The vision of the History Program is to serve as an innovative center of historical study for students to acquire knowledge of past events of the human experience, to respect and value cultural diversity, and to demonstrate scholarly achievement through assessment of social, political, and economic issues of significance throughout the world.

### **Program Overview**

#### **Master of Arts Degrees in African-American Studies (30 Credits)**

The **African American Studies** Program was established in the late 1960s. The African American Studies Program is designed for students with professional interest in a comprehensive understanding of African

American or African diaspora culture needed for work in their target community and to equip educators with knowledge of and sensitivity to the teaching of African, African American, and cultures in the African diaspora.

### **Admissions Requirements**

In addition to the General Admissions Requirements as published in this Catalog, applicants to the **Master of Arts degree in African American Studies** must have maintained a minimum cumulative grade point average (GPA) of 3.0 in twenty-four (24) credits of undergraduate study in an established discipline in the humanities, social sciences, or professional fields. Applicants with less than the minimum cumulative GPA of 3.0 in their undergraduate major but who otherwise show excellent promise of success may be **conditionally** admitted with the recommendations of the Department Admissions Committee and the Department Chair. GRE required.

### **Program Objectives**

1. To provide a comprehensive knowledge of concepts and theories related to African American and African diaspora cultures.
2. Prepare graduates for diverse professions in education, research, government and civic services that require an understanding of people of African descent to work in targeted communities.
3. Equip educators with knowledge and sensitivity to the teaching of African, African American, and African diaspora cultures.
4. Prepare students for opportunities in continuing or advanced studies.

### **Student Learning Outcomes**

Students pursuing the **Master of Arts Degrees in African American Studies** will:

1. Demonstrate mastery of principles related to the lived black experience from multiple positions and their implications on society.
2. Apply theoretical knowledge of Afrocentricity, Afrocentric historiography, and the history of African people nationally and globally to construct a research-based thesis or non-thesis project.
3. Identify and communicate effectively in written and oral formats issues related to African Americans and people of African descent.
4. Advocate the values of African, African American people and African diaspora cultures.
5. Conduct systematic analysis of the convergence of gender, class, and racial bias through the application of historical and contemporary knowledge of African Americans and people of African descent.

### **AAS Degree Requirements**

In addition to the General Degree Requirements as published in this Catalog, students pursuing the **Master of Arts Degree in African American Studies** may select a thesis or a non-thesis option at the time of admission to the degree program. Students selecting the non-thesis option must complete two capstone courses and submit written projects demonstrating knowledge of the thesis preparation process. Students may only take a maximum of two (2) directed studies courses. A written comprehensive examination is required. An oral defense of the thesis or non-thesis project is required.

## Master of Arts Degree in African American Studies (30 Credits)

### II. Required Courses: 6 Credits

CAAS 501, Africa and the African Diaspora (3)

CAAS 710, Pro-Seminar in Africana Studies (3)

### Cognate Courses: 3 Credits

CENG 530, The African Novel (3)

CPSC 591, Government and Politics of Modern Africa (3)

CPSC 598, African Political Economy (3)

CPSC 600, African Political Ideas (3)

CHIS 680, History of Africa to 1800 (3)

CHIS 681, History of Africa since 1800 (3)

### Approved Electives: 12 Credits

CAAS/CAWS XXX, Graduate Elective (3)

CAAS/CAWS XXX, Graduate Elective (3)

CAAS/CAWS XXX, Graduate Elective (3)

CAAS/CAWS XXX, Graduate Elective (3)

### Foreign Language Requirement: 3 Credits

CFRE 506, French for Graduate Students (3) *or*

CSPA 506, Spanish for Graduate Students (3)

### III. Thesis Option or Non-Thesis Option: 6 Credits

#### Thesis Research: 6 Credits

CAAS XXX, Thesis Research (6)

*or*

#### Capstone Courses: 6 Credits

CAAS 652, Capstone I (3)

CAAS 653, Capstone II (3)

### Plan of Study for Master of Arts Degree in African-American Studies (30 Credits)

Year One					
	Fall Semester	Cr		Spring Semester	Cr
CAAS 501	Africa and the African Diaspora	3	CENG/CPSC/CPSC XXX	Cognate Course	3
CAAS 710	Pro-Seminar in Africana Studies	3	CAAS/CAWS XXX	Graduate Elective	3
CFRE 056/506 <i>or</i> CSPA 056/506	French for Graduate Students <i>or</i> Spanish for Graduate Students	3	CAAS/CAWS XXX	Graduate Elective	3
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>9</b>
Year Two					
	Fall Semester	Cr		Spring Semester	Cr
CAAS/CAWS XXX	Graduate Elective	3	CAAS/CAWS XXX	Graduate Elective	3
CAAS XXX <i>or</i> CAAS 652*	Capstone I (non-thesis) <i>or</i> Thesis Research	3	CAAS XXX <i>or</i> CAAS 653*	Capstone II (non-thesis) <i>or</i> Thesis Research II	3
	<b>TOTAL</b>	<b>6</b>		<b>TOTAL</b>	<b>6</b>
* Students selecting the non-thesis option must complete both Capstone I & II courses.					

## **Africana Women's Studies (30 Credits)**

The **Africana Women's Studies** Program, founded in 1982, is the only degree-granting women's studies program located in a historically Black college in the United States, the only women's studies program in the United States which offers the doctoral degree concentration in Africana Women's Studies and one of only two Africana Women's Studies program in the world. This program focuses mainly on the comparative examination of the contributions, problems, strategies and concerns of Africana women. Analytical approaches that rigorously compare and contrast the lives of all women by class, age, and color without regard to their geographic location are strongly encouraged.

### **Admissions Requirements**

In addition to the General Admissions Requirements as published in this Catalog, applicants to the **Master of Arts degree in Africana Women's Studies** must have maintained a minimum cumulative grade point average (GPA) of 3.0 in twenty-four (24) credits of undergraduate study in an established discipline in the humanities, social sciences, or professional fields. Applicants with less than the minimum cumulative GPA of 3.0 in their undergraduate major but who otherwise show excellent promise of success may be **conditionally** admitted with the recommendations of the Department Admissions Committee and the Department Chair.

### **Master of Arts Degree in Africana Women's Studies (30 Credits)**

#### **Program Objectives**

1. To provide a comprehensive knowledge of concepts and theories related to gender, class and racial bias of Africana women.
2. Prepare graduates for diverse professions in education, research, government and civic services that require an understanding of the role of Africana women.
3. Equip educators with knowledge and sensitivity to the teachings and contributions of Africana women.
4. Prepare students for opportunities in continuing or advanced studies.

#### **Student Learning Outcomes**

Students pursuing the **Master of Arts Degrees in Africana Women's Studies** will:

1. Define and discuss the role of women and identify issues specific to African Diaspora cultures.
2. Apply theoretical knowledge of Afrocentricity, Afrocentric historiography, and the history of African people with emphasis on women nationally and globally to construct a research-based thesis or non-thesis project.
3. Identify and communicate effectively in written and oral formats concerns related to the problems, strategies and contributions of Africana women.
4. Conduct systematic comparison of the lives of all women by class, age, color, and geographic location.

### **AAS Degree Requirements**

In addition to the General Degree Requirements as published in this Catalog, students pursuing the **Master of Arts Degree in Africana Women's Studies** may select a thesis or a non-thesis option at the time of admission to the degree program. Students selecting the non-thesis option must complete two capstone courses and submit written projects demonstrating knowledge of the thesis preparation process. Students may only take



two (2) directed studies courses. A written comprehensive examination is required. An oral defense of the thesis or non-thesis project is required.

**I. Required Courses: 9 Credits**

CAWS 611, Introduction to Africana Women's Studies (3)  
 CAWS 501, Feminist Theory (3) or CAWS 502, Africana Feminist Theory (3)  
 CAWS 503, Feminist Methodology (3)

**Approved Electives: 12 Credits**

CAAS/CAWS XXX, Graduate Elective (3)  
 CAAS/CAWS XXX, Graduate Elective (3)  
 CAWS 506, Women and Development (3)  
 CAWS 600, Seminar in Africana Women's Studies (3)  
 CAAS/CAWS XXX, Graduate Elective (3)  
 CAAS/CAWS XXX, Graduate Elective (3)  
 CAAS/CAWS XXX, Graduate Elective (3)

**II. Thesis Option or Non-Thesis Option: 6 Credits**

**Thesis Research: 6 Credits**

CAWS XXX, Thesis Research (6)

**or**

**Capstone Courses: 6 Credits**

CAWS 652, Capstone I (3)  
 CAWS 653, Capstone II (3)

**Plan of Study for the Master of Arts Degree in Africana Women's Studies (30 Credits)**

Year One					
	Fall Semester	Cr		Spring Semester	Cr
CAWS 611	Introduction to Africana Women's Studies	3	CAWS 503	Feminist Methodology	3
CAWS 501 or CAWS 50	Feminist Theory Africana Feminist Theory	3	CAWS 600 CAAS/CAWS XXX	Seminar in Africana Women's Studies Graduate Elective	3
CAWS 506 CAAS/CAWS XXX	Women and Development Graduate Elective	3	CAAS/CAWS XXX	Graduate Elective	3
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>9</b>
Year Two					
	Fall Semester	Cr		Spring Semester	Cr
CAAS/CAWS XXX	Graduate Elective	3	CAAS/CAWS XXX	Graduate Elective	3
CAWS XXX <b>or</b> CAWS 652*	Thesis Research <b>or</b> Capstone I	3	CAWS XXX <b>or</b> CAWS 653*	Thesis Research <b>or</b> Capstone II	3
	<b>TOTAL</b>	<b>6</b>		<b>TOTAL</b>	<b>6</b>
* Students selecting the non-thesis option must complete both Capstone I & II courses.					

## **Master of Arts Degree in History (30 Credits)**

The **History** Program serves as a center for historical study, providing a core base of knowledge of past events and fostering an atmosphere to examine the significance of those events on the human experience. The **Master of Arts Degree in History** is designed to train students in historical methodology, research techniques and writing, and to impart historical knowledge with special emphasis on the United States, Africa, and African diasporic (including African American) communities. The program offers an outstanding opportunity for students seeking professional training in history and provides a learning environment featuring a quality faculty, intimate classes, and personal advisement which challenges and nurtures the aspiring student as a historian. Graduate students writing masters theses are strongly encouraged to utilize the rich primary source collection in the archives of the Robert W. Woodruff Library. The program prepares students for careers in academia, research, government service, and related professions. Students may concentrate in any combination of United States, Africa, and African American history. Moreover, graduate aid and internships are available for both financial support and direct experience.

### **Admissions Requirements**

In addition to the General Admissions Requirements as published in this Catalog, applicants to the **Master of Arts Degree in History** must have completed at least four (4) courses in history or its equivalent, not including the social science general education requirements of the undergraduate institution with a minimum cumulative grade point average of 3.0. In special cases, students may be admitted conditionally and meet prerequisites by completing additional undergraduate or graduate courses or meeting other conditions approved by the Departmental Admissions Committee and the Department Chair. GRE Required.

### **Program Objectives**

#### **Graduates of the Master of Arts Degree in History will:**

1. Provide students with varying perspectives of cultures of the past, in reference to local, regional, national, and global geographic scope.
2. Identify the impact of past events and examine the significance of historical writings.
3. Articulate historians' contributions to historical knowledge and human experience.
4. Prepare students for advanced studies as well as careers in education, research, government and other professions.
5. Provide intersectional types of history such as topical, geographic, and temporal; and outline various aspects of multi-disciplinary historical approaches to the profession including feminist, cultural, and political.

### **Student Learning Outcomes**

#### **Students pursuing the Master of Arts Degree in History will:**

1. Discuss and critique the contributions of major scholars within historical schools in U.S., African, African American, and Civil Rights Movement history.
2. Demonstrate comprehensive knowledge of principles and strategies of historical and geographical inquiry.

3. Interpret the influence of the impact of the past on the present and append the multiple facets of causation.
4. Assess the value of historical data based on its context, credibility, authority, and bias.
5. Utilize appropriate tools to construct chronology of timelines and sources of historical data.
6. Apply advanced technical skills to produce an academically sound research-based thesis on theoretical concepts of history.

### **HIS Degree Requirements**

Students pursuing the **Master of Arts Degree in History** must complete the General Degree Requirements as published in this Catalog and a minimum of thirty (30) graduate credits.

#### **I. Course Requirements: 24 Credits**

##### **Core Required Research Course**

CHIS 795, Advanced Historiography and Methodology (3)

##### **Select remaining courses in any combination of the following:**

CHIS 551, U.S. Constitutional History and the Law since 1877 (3)  
 CHIS 563, The African-American in the United States to 1877 (3)  
 CHIS 564, The African-American in the United States since 1877 (3)  
 CHIS 575, Intellectual and Cultural History of the United States (3)  
 CHIS 576, Social and Economic History of the United States (3)  
 CHIS 607, Community, Family, and Oral History (3)  
 CHIS 681, History of Africa since 1800 (3)  
 CHIS 780/781, History Internship I *or* II (3)  
 CHIS XXX, CAAS, CAWS Approved Elective Courses

#### **II. Qualifying Examination and Defense**

A written comprehensive examination is required. An oral defense of the thesis is required.

#### **III. Thesis Research: 6 Credits\***

CHIS 691, Thesis Consultation (1)

CHIS 695, Thesis Research (6)

*\*Students must obtain approval from the Department Chair before pursuing thesis research.*

### **Plan of Study for Master of Arts Degree in History (30 Credits)**

Year One					
	Fall Semester	Cr		Spring Semester	Cr
CHIS 551	U.S. Constitutional History and the Law since 1877	3	CHIS 563	The African-American in the United States to 1877	3
CHIS 564	The African-American in the United States since 1877	3	CHIS 575	Intellectual and Cultural History of the United States	3
CHIS 576	Social and Economic History of the United States	3	CHIS 681	History of Africa since 1800	3
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>9</b>
Year Two					
	Fall Semester	Cr		Spring Semester	Cr
CHIS 691 <i>or</i> CHIS 695*	Thesis Consultation <i>or</i> Thesis Research	1-3	CHIS 691 <i>or</i> CHIS 695*	Thesis Consultation <i>or</i> Thesis Research	1-3
CHIS 607	Community, Family, and Oral History	3	CHIS 795	Advanced Historiography and Methodology	3
	<b>TOTAL</b>	<b>6</b>		<b>TOTAL</b>	<b>6</b>
<i>*Students must obtain approval from the Department Chair before pursuing thesis research.</i>					

**DEPARTMENT OF English and Modern Languages**  
**Haven-Warren Hall, Room 100**  
**Telephone: (404) 880-8169**

### **Overview**

The Department of English and Modern Languages offers courses that satisfy the University's core requirements in English, French, Spanish, and the humanities and prepares graduate students for the Master of Arts Degrees in English, French, or Spanish. Courses for the M.A. in English include History of the English Language or linguistics along with a variety of literature courses, including British, American, Africana, African American, and ethnic American as well as special topics in the following: creative writing, seminars specific to authors, and synergetic courses. Courses for the M.A. in French include Advanced French Grammar and Composition, Advanced French Prose, History of French Civilization, Francophone Literature, Seminar in Comparative Black Literature. Courses for the M.A. in Spanish include Advanced Spanish Grammar and Composition, Advanced Spanish Prose, Afro- Hispanic Literature, Hispanic Minorities in the United States, Seminar in Comparative Black Literature, The Twentieth Century Latin American Novel.

The Department of English and Modern Languages graduate students may also earn a Doctor of Philosophy in Humanities with a concentration in English, French, or Spanish. Furthermore, the Department of English and Modern Languages, in support of traditional liberal arts education, offers graduate degrees in French and Spanish with a focus in language and literature. The faculty engages in developing students' communicative abilities in their chosen language of study and promotes an understanding of and appreciation for other cultures through the study of language, linguistics, civilization, literature, and cultural expressions.

In addition, the Department of English and Modern Languages sponsors extracurricular activities and organizations that enhance the cultural and academic climate of Clark Atlanta University and the Atlanta community. Among them is the Annual Writers Workshop, a conference that includes a writing competition among the University students as well as the larger Atlanta University Center community. Clark Atlanta University is the home of the Charles Waddell Chesnutt Association (an affiliate of the American Literature Association), a venue to which outstanding graduate students may gain membership and submit papers for inclusion in sessions at the annual international American Literature Conference. Graduate students may also be selected for membership in the English department's Alpha Beta Beta Chapter of the Sigma Tau Delta International English Honor Society as well as the Honor Society of Phi Kappa Phi. Our graduate students are offered the opportunity to teach English composition and/or world literature courses once they have earned an M.A. in English or 18 graduate credit hours in English at the Ph.D. level.

### **Mission**

The mission of the Department of English and Modern Languages is to prepare students to transform intellectually, culturally, and professionally through innovative methods of teaching and learning that enhance their abilities in writing, literary appreciation and analysis, and research. Additionally, the mission of the Department of English and Modern Languages is to prepare and expose language majors and non-majors to the languages and cultures of different societies and to achieve functional proficiency and

communicative competency in the target language—Spanish and French—through immersion and varied enrichment experiences

### **Vision**

The vision of the Department of English and Modern Languages is to chart a course for English students to engage globally in a variety of professions, including teaching, research, and related technology, all of which are underpinned by expertise in English skills.

### **Program of Study**

Master of Arts Degree in English (33 Credits)

### **Program Overview**

The Department of English and Modern Languages offers a varied and rich curriculum to graduate students. The department is particularly proud of its multicultural approach to teaching literature and its efforts to expand the curriculum to include Africana, Caribbean, Asian, and Native American literatures. Graduate students pursuing the **Master of Arts Degree in English** must take the standard British and American literature courses plus additional courses in African American and Africana literature and pass a foreign language examination and a sitting comprehensive examination in four areas of literature: American, African-American, British, and Africana. In addition, graduate students must write a thesis reflecting extensive research in a literary topic or linguistic field that relates to literature.

### **Admissions Requirements**

In addition to the General Admissions Requirements as published in this Catalog, applicants to the **Master of Arts Degree in English** must have completed twenty-four (24) credits of undergraduate English courses above the sophomore level with a minimum grade point average (GPA) of 3.3.

### **Program Objectives**

1. Introduce various genres of literature written by American, African American, British and multi-ethnic/cultural authors.
2. Study of literature to describe the differences and commonalities of global cultures.
3. Prepare students for advanced studies as well as careers in education, research, creative writing, and other professions.
4. Complete a thesis on topics relating to American, African American, British, and/or ethnic literatures using literary criticism and theory to develop the work's thesis.
5. Ethnic literatures using literary criticism and theory to develop the work's thesis.

### **Student Learning Outcomes**

Students pursuing the **Master of Arts Degree in English** will be able to:

1. Apply literary theories from various cultures around the world for analytical, critical and scholarly articles and research papers.
2. Communicate effectively in written and oral formats essential works of literature by American, African American, British, and other multiethnic/cultural authors.

3. Utilize theory based literary texts to interpret short and long essays and analyze the commonalities and differences between and/or among multi-ethnic/cultural literatures.
4. Write annotated bibliographies and bibliographic essays using relevant scholarly articles and/or books published in various formats.
5. Apply theoretical knowledge from a literary and/or linguistic perspective to analyze and interpret texts and construct research papers, proposals and theses.

### **Degree Requirements**

In addition to the General Degree Requirements as published in this Catalog, candidates for the **Master of Arts Degree in English** must complete the following requirements:

#### **I. CORE COURSES: 9 Credits (Select Three)**

CENG 502/602, Methods of Research (3)  
 CENG 581/681, History of the English Language (3)  
 CENG 560/660, Literary Theory and Criticism (3)

#### **AMERICAN LITERATURE: 6 Credits** (at least two courses)

CENG 510/610, Early American Literature (3)  
 CENG 511/611, American Poetry and Poetics (3)  
 CENG 512/612, American Renaissance (3)  
 CENG 513/613, American Realism and Naturalism (3)  
 CENG 514/614, The American Novel (3)  
 CENG 515/615, Contemporary American Literature (3)  
 CENG 516/616, Modern American Drama (3)

#### **AFRICAN AMERICAN LITERATURE/AFRICAN AND CARIBBEAN LITERATURES: 6 Credits** (at least two courses)

CENG 520/620, Ideas and Forms in African American Literature (3)  
 CENG 521/621, African American Poetry (3)  
 CENG 522/622, African American Novel (3)  
 CENG 523/623, Poetry of the Harlem Renaissance (3)  
 CENG 524/624, African American Folklore (3)  
 CENG 530/630, The African Novel (3)  
 CENG 531/631, African Poetry in English (3)  
 CENG 532/632, African Cultural Traditions (3)  
 CENG 533/633, Caribbean Short Fiction and Novel (3)  
 CENG 534/634, Caribbean Poetry (3)  
 CENG 535/635, Studies in Commonwealth Literature (3)

#### **BRITISH LITERATURE: 6 Credits** (at least two courses)

CENG 540/640, Early English Novel (3)  
 CENG 541/641, Later English Novel (3)  
 CENG 542/642, Contemporary English Literature (3)

CENG 543/643, Victorian Poetry (3)  
 CENG 544/644, Shakespeare I: The Early Plays (3)  
 CENG 545/645, Shakespeare II: The Later Plays (3)  
 CENG 546/646, Modern British Drama (3)  
 CENG 547/647, Renaissance Literature (3)  
 CENG 548/648, The Enlightenment (3)  
 CENG 549/649, Literature of the Romantics (3)

**ELECTIVE COURSES: 3 Credits** (one course)

*Any of the above or below listed courses may be used for electives.*

CENG 590/690, Contemporary African Women's Fiction (3)  
 CENG 591/691, Caribbean Women Writers (3)  
 CENG 592/692, Ethnic American Women Writers (3)  
 CENG 593/693, Southern Women Writers (3)  
 CENG 560/660, Special Topics in Writing (3)\*  
 CENG 570/670, Special Topics in Literature (3)\*  
 CENG 580/680, Directed Research (3)  
 CENG 752, Major Authors (3)

**\*Content Varies. Course may be repeated for credit.**

**II. Qualifying Examination**

Students will take sitting comprehensive exams during final semester of coursework.

**III. Thesis Research: 3 Credits**

Students must submit an acceptable thesis in the form of a scholarly presentation of a research problem. Three (3) credits will be awarded for completing the thesis requirement. The thesis topic must be approved by the student's major advisor/chair and members of the thesis committee.\*

**Plan of Study for Master of Arts Degree in English (33 Credits)**

Year One					
	Fall Semester	Cr		Spring Semester	Cr
CENG XXX	African American Literature	3	CENG 502	Methods of Research	3
CENG 581	History of the English Language	3	CENG XXX	American Literature	3
CENG 560	Literary Theory and Criticism	3	CENG XXX	British Literature	3
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>9</b>
Year Two					
	Fall Semester	Cr		Spring Semester	Cr
CENG XXX	African American Literature	3			
CENG XXX	American Literature	3	CENG XXX	ELECTIVE	3
CENG XXX	British Literature	3	CENG XXX	Thesis Research	3
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>6</b>



## **Program of Study**

### **Master of Arts Degree in French (30 Credits)**

#### **Program Overview**

Students in the Master of Arts Degrees in French or Spanish pursue the goals of speaking, reading, writing and listening, with emphasis on the traditional model of language, literature, culture and methodology. All students acquire superior reading and translation skills adequate for easy comprehension of scholarly articles in French or Spanish and have a thorough familiarity with major periods, authors and techniques of literary criticism.

#### **Admissions Requirements**

In addition to the General Admissions Requirements as published in this Catalog, applicants to the **Master of Arts Degree in French** or **Spanish** must have completed an undergraduate major in the language of specialization. Most graduate courses in the Department are conducted in the target language. Applicants must be able to (1) understand the spoken language, (2) participate in class discussions, and (3) write papers in French or Spanish. If after beginning the degree program, a student's proficiency in these basic skills is so minimal that his/her classroom performance is seriously impaired, he/she will be asked to withdraw.

#### **Program Objectives**

1. Introduce students to study of a modern foreign language, linguistics, civilization, literature, and cultural expressions.
2. Provide advanced level of learning for mastery of nature, function and structure of language sounds, vocabulary, and syntax.
3. Assist student in developing superior reading, writing, and translation skills for comprehension, critique and communication of scholarly works in French.
4. Expose students to major body of works, periods, authors and techniques of literary criticism in French or Spanish cultures.
5. Prepare students for advanced studies, employment and careers that require French or Spanish as a second language.

#### **Student Learning Outcomes**

##### **Students pursuing the Master of Arts Degree in French will:**

1. Demonstrate proficiency in oral communication in French with native fluency.
2. Utilize appropriate language, vocabulary, and grammatical construct in written French or Spanish communication.
3. Analyze and interpret artistic, philosophical, social, and historical body of works to identify their significance to French culture.
4. Apply a wide range of literary and factual knowledge, techniques of literary criticism and interpretation of diverse cultural patterns in developing research-based thesis.

#### **Degree Requirements**

In addition to the General Degree Requirements as published in this Catalog, students pursuing the **Master of Arts Degree in French** must complete the following requirements:

**I. Core Courses: 12 Credits**

CFRE 513, Advanced French Grammar and Composition (3)

CFRE 514, Advanced French Prose (3)

CFRE 515, History of French Civilization I (3)

CFRE 516, History of French Civilization II (3)

**Electives: 12 Credits**

CFRE 509, Directed Readings in French I (3)

CFRE 510, Directed Readings in French II (3)

CFRE 511, French Phonetics and Pronunciation (3)

CFRE 517, French Poetry (3)

CFRE 518, French Prose (3)

CFRE 519, French Drama (3)

CFRE 615, French Colonial Civilization (3)

CFRE 637, Francophone Literature I (3)

CFRE 638, Francophone Literature II (3)

CFRE 640, Seminar in Comparative Black Literature (3)

**II. Thesis Research: 6 Credits**

Students must submit an acceptable thesis in the form of a scholarly presentation of a research problem and present an oral defense of both the thesis proposal and the completed thesis. Six (6) credits will be awarded for completing the thesis requirement. The thesis topic must be approved by the student's major advisor/chair and members of the thesis committee.\*

**III. Qualifying Examination**

Students must pass a written examination in the major and minor fields of study and an oral defense of the written examination.

**IV. Final Examination**

Candidates must pass a final examination, which is the oral defense of the thesis.\*

\* Students may substitute six (6) credits of coursework in French for the master's thesis.

**Plans of Study for Master of Arts Degree in French (30 Credits)**

Year One					
	Fall Semester	Cr		Spring Semester	Cr
CFRE 513	Advanced French Grammar and Composition	3	CFRE XXX	Elective	3
CFRE 514	Advanced French Prose	3	CFRE 516	History of French Civilization II	3
CFRE 515	History of French Civilization I	3	CFRE XXX	Elective	3
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>9</b>
Year Two					
	Fall Semester	Cr		Spring Semester	Cr
		3	CFRE 805 <i>or</i> CFRE 510 and CFRE 519	Thesis Research (6) <i>or</i> Directed Readings in French II (3) and French Drama (3)	6
CFRE XXX	Elective				
CFRE XXX	Elective	3			
	<b>TOTAL</b>	<b>6</b>		<b>TOTAL</b>	<b>6</b>

## **Program of Study**

### **Master of Arts Degree in Spanish**

#### **Program Overview**

Students in the **Master of Arts Degrees in Spanish** pursue the goals of speaking, reading, writing and listening, with emphasis on the traditional model of language, literature, culture and methodology. All students acquire superior reading and translation skills adequate for easy comprehension of scholarly articles in French or Spanish and have a thorough familiarity with major periods, authors and techniques of literary criticism.

#### **Admissions Requirements**

In addition to the General Admissions Requirements as published in this Catalog, applicants to the **Master of Arts Degree in Spanish** must have completed an undergraduate major in the language of specialization. Most graduate courses in the Department are conducted in the target language. Applicants must be able to (1) understand the spoken language, (2) participate in class discussions, and (3) write papers in Spanish. If after beginning the degree program, a student's proficiency in these basic skills is so minimal that his/her classroom performance is seriously impaired, he/she will be asked to withdraw

#### **Program Objectives**

1. Introduce students to study of a modern foreign language, linguistics, civilization, literature, and cultural expressions.
2. Provide advanced level of learning for mastery of nature, function and structure of language sounds, vocabulary, and syntax.
3. Assist student in developing superior reading, writing, and translation skills for comprehension, critique and communication of scholarly works in Spanish.
4. Expose students to major body of works, periods, authors and techniques of literary criticism in Spanish culture.
5. Prepare students for advanced studies, employment and careers that require French or Spanish as a second language.

#### **Student Learning Outcomes**

Students pursuing the **Master of Arts Degree in Spanish** will:

1. Demonstrate proficiency in oral communication in Spanish with native fluency.
2. Utilize appropriate language, vocabulary, and grammatical construct in written Spanish communication.
3. Analyze and interpret artistic, philosophical, social, and historical body of works to identify their significance to Spanish cultures.
4. Apply a wide range of literary and factual knowledge, techniques of literary criticism and interpretation of diverse cultural patterns in developing research-based thesis.

Students must complete the following requirements:

##### **I. Core Courses: 12 Credits**

CSPA 513, Advanced Spanish Grammar and Composition (3)

CSPA 514, Advanced Spanish Prose (3)

CSPA 515, History of Peninsular Civilization (3)  
 CSPA 516, History of Latin American Civilization) (3)

**Electives: 12 Credits**

CSPA 509, Directed Readings in Spanish I (3)  
 CSPA 510, Directed Readings in Spanish II (3)  
 CSPA 511, Spanish Phonetics and Pronunciation (3)  
 CSPA 517, Spanish Poetry (3)  
 CSPA 620, Afro-Hispanic Literature (3)  
 CSPA 622, Galdós, The Generation of 1868 and Naturalism (3)  
 CSPA 623, The Generation of 1898 (3)  
 CSPA 625, The Twentieth Century Latin American Novel (3)  
 CSPA 628, Hispanic Minorities in the United States (3)  
 CSPA 640, Seminar in Comparative Black Literature (3)

**II. Thesis Research: 6 Credits**

Students must submit an acceptable thesis in the form of a scholarly presentation of a research problem and present an oral defense of both the thesis proposal and the completed thesis. Six (6) credits will awarded for completing the thesis requirement. The thesis topic must be approved by the student's major advisor/chair and members of the thesis committee.\*

**III. Qualifying Examination**

Students must pass a written examination in the major and minor fields of study and an oral defense of the written examination.

**IV. Final Examination**

Candidates must pass a final examination, which is the oral defense of the thesis.\*

\* Students may substitute six (6) graduate credits of coursework in Spanish for the master's thesis.

**Plans of Study for Master of Arts Degree in Spanish (30 Credits)**

Year One					
	Fall Semester	Cr		Spring Semester	Cr
CSPA 513	Advanced Spanish Grammar and Composition	3	CSPA 516	History of Latin American Civilization	3
CSPA 514	Advanced Spanish Prose	3	CSPA XXX	Elective	3
CSPA 515	History of Peninsular Civilization	3	CSPA XXX	Elective	3
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>9</b>
Year Two					
	Fall Semester	Cr		Spring Semester	Cr
CSPA XXX	Elective	3	CSPA 805 <i>or</i> CSPA 510 and CSPA 625	Thesis Research (6) <i>or</i> Directed Readings in Spanish II (3) and The Twentieth Century Latin American Novel (3)	6
CSPA XXX	Elective	3			
	<b>TOTAL</b>	<b>6</b>		<b>TOTAL</b>	<b>6</b>

## **Doctor of Philosophy Degree in Humanities Interdisciplinary Program**

### **HUMANITIES INTERDISCIPLINARY PROGRAM**

**Program Director**

**Sage-Bacote Hall, Room 204**

**Telephone: (404) 880-8153**

#### **Overview**

The **Doctor of Philosophy Degree in Humanities** is an interdisciplinary, terminal degree program. This program allows graduate students the opportunity to have primary concentrations in a variety of disciplines: African American Studies, Africana Women's Studies, English and History. The program also allows secondary concentrations in one of the primary concentrations, as well as in the field of Public Administration, Sociology or Political Science, to enrich students' learning experience and to expand their professional expertise. Working with participating academic departments, such as African-American Studies/Africana Women's Studies/History (AWH), English and Modern Languages, and others in social sciences, the program aims to prepare teachers, scholars and researchers for future careers in higher education teaching, research, and other opportunities where the concern for humanity is paramount. The primary objective of this degree program is to offer graduate students an interdisciplinary course of study that provides opportunities to study and research in the fields of literatures, history and Africana studies. Such an undertaking will foster visionary, informed, culturally sensitive and socially responsible scholarship.

This program is dedicated to promoting the core values of the University and offers many opportunities for students to contribute to the program's curricular and non-curricular activities. Among such contributions are organizing conferences, participating in public programming, publishing newsletters, and conducting scholarly research for grants and publications. The program is also dedicated to the values of consilience (bringing together principles of various disciplines) for the purpose of enhancing the study of humanities.

Candidates for the **Doctor of Philosophy Degree in Humanities** will complete beyond the master's degree up to seventy-two (72) credit hours of research and coursework in interdisciplinary humanities and appropriate concentrations, an internship, and a doctoral dissertation that makes original contribution to knowledge.

#### **Mission**

The mission of the Doctor of Philosophy in Humanities Program is to prepare doctoral students, through an interdisciplinary program, to serve as humanistic scholars, researchers and educators with a focus on leadership and service to humanity.

#### **Vision**

The vision of the Doctor of Philosophy in Humanities Program is to establish a department to promote interdisciplinary, innovative and research-based content delivery and learning in the field of humanities.

## **Program of Study**

### **Doctor of Philosophy Degree in Humanities (72 Credits)**

The Ph.D. in Humanities curriculum provides two tracks: (1) Humanities with a single-subject concentration; (2) Humanities with a double-subject concentration. Both tracks permit students to select a preferred program of study that supports their individual career goals.

The program of study comprises the Interdisciplinary Humanities Core Requirements and the following Concentrations:

- African American Studies
- Africana Women's Studies
- English
- History

These subject areas may serve as a primary concentration or a secondary concentration. Other approved subject areas can serve as a secondary concentration.

### **Program Objectives**

1. Train students who will become teachers and scholars knowledgeable in humanistic inquiry.
2. Provide opportunities for students to further develop their skills as critical thinkers and research scholars with the knowledge and understanding of concepts and theories of the humanities disciplines.
3. Provide opportunities for students to investigate interdisciplinary ideas in the humanities, including their exemplars.
4. Further develop students' knowledge and skills to conduct research in specific disciplines in the humanities.

### **Student Learning Outcomes**

Students in Doctor of Philosophy Degree in Humanities who have completed coursework and have fulfilled all the requirements of the program will be able to:

1. Apply methodologies of humanistic inquiry to address current societal issues.
2. Develop a rational philosophy of teaching and pedagogy to be utilized in and outside the classroom environment.
3. Analyze and interpret the cultural production of past and contemporary humanist scholars and artists and their contributions to society.
4. Engage in interdisciplinary research that addresses human concerns and their solutions.

## **Admissions Requirements**

Applicants to the **Doctor of Philosophy Degree in Humanities** must complete the General Admissions Requirements as published in this Catalog.

## **Degree Requirements**

Candidates for the **Doctor of Philosophy Degree in Humanities** will complete up to seventy-two (72) graduate credits in interdisciplinary humanities and an appropriate concentration or concentrations, including the dissertation in residence. The general requirements for the degree include:

### **I. Humanities Requirements: 36 Credits**

**Humanities Core and Pedagogy Courses: 21 Credits**

CHUM 875, Humanistic Inquiry (3)

CHUM 876, The Person in History and Literature (3)

CHUM 877, Literature and Popular Culture (3)

CHUM 878, Ideas and Exemplars (3)

CHUM 879, Interdisciplinary Seminar (Ethics & Social Philosophy) (3)

CHUM 880, Special Topics (Contemporary Issues in Humanities) (3)

CHUM 883, Science and the Humanities (3)

**Pedagogy Component: 6 Credits**

CHUM 881, Teaching and the Humanities (3)

CHUM 882, Internship in Teaching (3)

**Humanities Electives: 3 Credits** *(Select one (1) from the following)*

CHUM 885, Digital Humanities (3)

CHUM 886, Directed Research (3)

CHUM 888, A Review of the Humanities (3)

**Research Methodology and Design: 6 Credits**

CHUM 891, Research Methods (3)

CHUM 892, Research Design (3)

**II. Courses in the Concentration: 30 Credits\*\***

Choose one (1) of the following for a primary concentration **or** select two (2) for a double-subject concentration (primary and secondary):

1. African American Studies
2. Africana Women's Studies
3. English
4. History

**\*\*Includes Concentration Dissertation Research course (3 credits).**

\*Other subject areas that can be used for a secondary concentration include political science public administration or sociology

**III. Dissertation Consultation and Research: 6 Credits**

Required for the completion of the **Doctor of Philosophy Degree in Humanities**. Also fulfills Dissertation Research requirements in Humanities discipline and the concentration(s). *Select **two** (2) dissertation courses in Humanities **or** one (1) in Humanities **and** one (1) in primary concentration.*

CHUM 901, Dissertation Consultation (1)\*

CHUM 905, Dissertation Research (3-6)

**OR**

CHUM 905, Dissertation Research (3)

CXXX XXX, Concentration Dissertation Research (3)

\*Students may need to take CHUM 901 Dissertation Consultation (1 credit) depending on progress toward dissertation research.

**IV. Qualifying Examination**

Comprehensive examinations in Humanities discipline and the concentration(s) must be taken upon completion of all required coursework.



## **Doctor of Philosophy Degree in Humanities: African-American Studies Concentration (30 Credits)**

### **Student Learning Outcomes**

Graduates of the **Doctor of Philosophy Degree in Humanities: African-American Studies Concentration** will:

1. Apply integrated concepts and theories of Humanities and African, African American people and African diaspora cultures to construct a research-based dissertation.
2. Assess historical and contemporary body of works of African Americans and people of African descent through humanistic inquiry.
3. Interpret and communicate effectively in oral and written formats the humanistic influences of African Americans and people of African descent.

### **Degree Requirements**

In addition to the General Degree Requirements as published in this Catalog, candidates pursuing **African American Studies Concentration** are required to complete **thirty (30)** credits in the following coursework:

#### **I. Required Courses: 30 Credits**

##### **Research Courses: 6 Credits**

CAAS 501, Africa and the African Diaspora (3)

CAAS 710, Pro-Seminar in Africana Studies (3)

##### **Concentration Courses: 18 Credits**

CAAS 630, Seminar in Selected African Americans (3)

CHIS 680, History of Africa to 1800 (3) *or*

CHIS 681, History of Africa since 1800 (3)

CAAS XXX, Graduate Elective I (3)

CAAS XXX, Graduate Elective II (3)

CAAS XXX, Graduate Elective III (3)

CAAS XXX, Graduate Elective IV (3)

##### **Cognate Courses: 6 Credits\***

CXXX XXX, Cognate Course I (3)

CXXX XXX, Cognate Course II (3)

**\*Select two (2) graduate cognate courses in the concentration of choice (e.g. African Women's Studies, English, History, Political Science, or Sociology)**

**Plan of Study for Doctor of Philosophy Degree in Humanities: African American Studies  
Concentration (72 Credits)**

Year One					
	Fall Semester	Cr		Spring Semester	Cr
CHUM 875	Humanistic Inquiry	3	CHUM 876	The Person in History and Literature	3
CHUM 877	Literature and Popular Culture	3	CHUM 878	Ideas and Exemplars	3
CAAS 501	Africa and the African Diaspora	3	CHIS 680 <i>or</i> CHIS 681	History of Africa to 1800 <i>or</i> History of Africa since 1800	3
CAAS 710	Pro-Seminar in Africana Studies	3	CXXX XXX	Cognate Course I	3
	<b>TOTAL</b>	<b>12</b>		<b>TOTAL</b>	<b>12</b>
Year Two					
	Fall Semester	Cr		Spring Semester	Cr
CHUM 879	Interdisciplinary Seminar: Ethics & Social Philosophy	3	CHUM 883	Science and the Humanities	3
CHUM 891	Research Methods in Humanities	3	CHUM 892	Research Design in Humanities	3
CAAS XXX	Concentration Elective I	3	CAAS 630	Seminar in Selected African Americans	3
CXXX XXX	Cognate Course II	3	CAAS XXX	Concentration Elective II	3
	<b>TOTAL</b>	<b>12</b>		<b>TOTAL</b>	<b>12</b>
Year Three					
	Fall Semester	Cr		Spring Semester	Cr
CHUM 880	Special Topics: Contemporary Issues in Humanities	3	CHUM 882	Internship in Teaching	3
CHUM 881	Teaching and the Humanities	3	CHUM XXX	Humanities Elective	3
CAAS XXX	Concentration Elective III	3	CHUM XXX	Dissertation Research	3
CAAS XXX	Concentration Elective IV	3	CAAS XXX	Dissertation Research	3
	<b>TOTAL</b>	<b>12</b>		<b>TOTAL</b>	<b>12</b>

**Doctor of Philosophy Degree in Humanities: Africana Women's Studies Concentration (30 Credits)**

**Student Learning Outcomes**

Graduates of the **Doctor of Philosophy Degree in Humanities: Africana Women's Studies Concentration** will:

1. Apply integrated concepts and theories of Humanities and Afrocentricity, Afrocentric historiography, and the history of African people with emphasis on women nationally and globally to construct a research-based dissertation.
2. Assess historical and contemporary body of works on the lives of all women, with special emphasis on Women of color, by class, age, and geographic location through humanistic inquiry.
3. Discuss the humanistic role of women and identify issues specific to African Diaspora cultures.
4. Interpret and communicate effectively in oral and written formats the humanistic influences related to the issues, strategies and contributions of Africana women.

**Degree Requirements**

In addition to the General Degree Requirements as published in this Catalog, candidates pursuing **Africana Women's Studies Concentration** are required to complete **thirty (30)** credits in the following coursework:

**I. Required Courses: 30 Credits****Research Courses: 6 Credits**

CAWS 501, Feminist Theory (3)

CAWS 503, Feminist Methodology (3)

**Concentration Courses: 18 Credits**

CAWS 506, Women and Development (3)

CAWS 600, Seminar in Africana Women's Studies (3)

CAWS 611, Introduction to Women's Studies (3)

CAWS XXX, Departmental Course I (3)

CAWS XXX, Departmental Course II (3)

CAWS XXX, Departmental Course III (3)

**Cognate Courses: 6 Credits\***

CXXX XXX, Cognate Course I (3)

CXXX XXX, Cognate Course II (3)

**\*Select two (2) graduate cognate courses in the concentration of choice (e.g. African American Studies, English, History, Political Science, or Sociology)**

**Plan of Study for Doctor of Philosophy Degree in Humanities: Africana Women's Studies  
Concentration (72 Credits)**

Year One					
	Fall Semester	Cr		Spring Semester	Cr
CHUM 875	Humanistic Inquiry	3	CHUM 876	The Person in History and Literature	3
CHUM 877	Literature and Popular Culture	3	CHUM 878	Ideas and Exemplars	3
CAWS 501	Feminist Theory	3	CAWS 506	Women and Development	3
CAWS 503	Feminist Methodology	3	CAWS 611	Introduction to Women's Studies	3
	<b>TOTAL</b>	<b>12</b>		<b>TOTAL</b>	<b>12</b>
Year Two					
	Fall Semester	Cr		Spring Semester	Cr
CHUM 879	Interdisciplinary Seminar: Ethics & Social Philosophy	3	CHUM 883	Science and the Humanities	3
CHUM 891	Research Methods in Humanities	3	CHUM 892	Research Design in Humanities	3
CAWS XXX	Departmental Course I	3	CAWS XXX	Departmental Course II	3
CXXX XXX	Cognate Course I	3	CXXX XXX	Cognate Course II	3
	<b>TOTAL</b>	<b>12</b>		<b>TOTAL</b>	<b>12</b>
Year Three					
	Fall Semester	Cr		Spring Semester	Cr
CHUM 880	Special Topics: Contemporary Issues in Humanities	3	CHUM 882	Internship in Teaching	3
CHUM 881	Teaching and the Humanities	3	CHUM XXX	Humanities Elective	3
CAWS 600	Seminar in Africana Women's Studies	3	CHUM XXX	Dissertation Research	3
CAWS XXX	Departmental Course III	3	CAWS XXX	Dissertation Research	3
	<b>TOTAL</b>	<b>12</b>		<b>TOTAL</b>	<b>12</b>

## **Doctor of Philosophy Degree in Humanities: History Concentration (30 Credits)**

### **Student Learning Outcomes**

Students pursuing the **Doctor of Philosophy Degree in Humanities: History Concentration** will:

1. Assess the impact of historical and contemporary body of works and append the multiple facets of causation through humanistic inquiry.
2. Interpret and communicate effectively in oral and written formats the value of historical data based on its context, credibility, authority, and bias.
3. Discuss and critique the humanistic influence of major history scholars within historical schools.
4. Apply integrated concepts and theories of humanities and historical principles and strategies to construct a research-based dissertation.

### **Degree Requirements**

In addition to the General Degree Requirements as published in this Catalog, candidates pursuing the **Doctor of Philosophy Degree in Humanities: History Concentration**, are required to complete **thirty (30)** credits in the following coursework:

#### **I. Required Courses: 30 Credits**

##### **Historical Methodology and Research Courses: 6 Credits**

CHIS 682, Seminar in African History (3)

CHIS 895, Advanced Graduate Course in Historiography and Methodology (3)

##### **Areas of Study in History: 24 Credits**

*Students may select courses from the following areas of study in history in any combination.*

##### **1. United States History**

CHIS 550, U.S. Constitutional History and the Law to 1877 (3)

CHIS 551, U.S. Constitutional History and the Law since 1877 (3)

CHIS 575, Intellectual and Cultural History of the United States (3)

CHIS 576, Social and Economic History of the United States (3)

CHIS 789, United States History Post 1945 (3)

##### **2. African-American History\***

CHIS 563, The African American in the United States to 1877 (3)

CHIS 564, The African American in the United States Since 1877 (3)

CHIS 566, Contemporary African American History (3)

CHIS 602, Black Metropolis (3)

CHIS 767, The Modern Civil Rights Movement (3)

CHIS 777, The Atlantic World (3)

*\*Students with no previous graduate level African American history courses are required to complete **three (3)** credits in this area.*

##### **3. African History**

CHIS 607, Community, Family, and Oral History (3)

CHIS 680, History of Africa to 1800 (3)

CHIS 681, History of Africa since 1800 (3)

**Plan of Study for Doctor of Philosophy Degree in Humanities: History Concentration (72 Credits)**

Year One					
	Fall Semester	Cr		Spring Semester	Cr
CHUM 875	Humanistic Inquiry	3	CHUM 876	The Person in History and Literature	3
CHUM 877	Literature and Popular Culture	3	CHUM 878	Ideas and Exemplars	3
CHIS XXX	Area of Study in History Course I	3	CHIS XXX	Area of Study in History Course III	3
CHIS XXX	Area of Study in History Course II	3	CHIS XXX	Area of Study in History Course IV	3
	<b>TOTAL</b>	<b>12</b>		<b>TOTAL</b>	<b>12</b>
Year Two					
	Fall Semester	Cr		Spring Semester	Cr
CHUM 879	Interdisciplinary Seminar: Ethics & Social Philosophy	3	CHUM 883	Science and the Humanities	3
CHUM 891	Research Methods in Humanities	3	CHUM 892	Research Design in Humanities	3
CHIS XXX	Area of Study in History Course V	3	CHIS XXX	Area of Study in History Course VI	3
CHIS 682	Seminar in African History	3	CHIS 895	Advanced Graduate Course in Historiography and Methodology	3
	<b>TOTAL</b>	<b>12</b>		<b>TOTAL</b>	<b>12</b>
Year Three					
	Fall Semester	Cr		Spring Semester	Cr
CHUM 880	Special Topics: Contemporary Issues in Humanities	3	CHUM 882	Internship in Teaching	3
CHUM 881	Teaching and the Humanities	3	CHUM XXX	Humanities Elective	3
CHIS XXX	Area of Study in History Course VII	3	CHUM XXX	Dissertation Research	3
CHIS XXX	Area of Study in History Course VIII	3	CHIS XXX	Dissertation Research	3
	<b>TOTAL</b>	<b>12</b>		<b>TOTAL</b>	<b>12</b>

**Doctor of Philosophy Degree in Humanities: English Concentration (30 Credits)**

**Student Learning Outcomes**

Students pursuing the **Doctor of Philosophy Degree in Humanities: English Concentration** will:

1. Analyze and effectively communicate in written and oral formats essential works of literature by American, African American, British, and other multiethnic/cultural authors.
2. Discuss and critique the influence of humanistic theories on literary or linguistic perspectives and scholarly work.
3. Apply integrated concepts and theories of humanities and English literature to construct a research-based dissertation.

**Degree Requirements**

In addition to the General Degree Requirements as published in this Catalog, candidates pursuing the **Doctor of Philosophy Degree in Humanities: English Concentration**, are required to complete **thirty (30)** credits in the following coursework. Students must complete **twenty-four (24) credits in English** including eighteen (18) credits composed of three (3) credits **each** from the six (6) **Areas of Study in English** listed below. Additionally, students may elect any of the two graduate courses listed for the Department of English. Students who have not completed sufficient graduate study in Literary Criticism must complete CENG 560, Literary Theory and Criticism.

**I. Required Courses: 30 Credits**

**Core Courses: 6 Credits**

CENG 509, Genres of Literary Expression (3)

CENG 516, Major Authors (3)

**Areas of Study in English: 18 Credits**

*Select at least one course from each of the following areas of study:*

**1. African and Caribbean Literature: 3 Credits**

CENG 530, The African Novel (3)  
CENG 531, African Poetry in English (3)  
CENG 532, Africana Critical Traditions (3)  
CENG 533, The Caribbean Novel (3)  
CENG 534, Caribbean Poetry (3)

**2. African American Literature: 3 Credits**

CENG 520, Ideas and Forms in African-American Literature (3)  
CENG 521, African-American Poetry, From Dunbar to the Present (3)  
CENG 522, The African-American Novel (3)  
CENG 523, Poetry of the Harlem Renaissance (3)  
CENG 524, Comparative Black Literature (3)

**3. American Literature: 3 Credits**

CENG 510, Early American Literature (3)  
CENG 511, American Poetry (3)  
CENG 512, American Romantics (3)  
CENG 513, American Realism and Naturalism (3)  
CENG 514, The American Novel (3)  
CENG 515, Contemporary American Literature (3)

**4. British Literature: 3 Credits**

CENG 540, The English Novel (3)  
CENG 541, Victorian Poetry (3)  
CENG 542, Literature of the Romantics (3)  
CENG 543, Drama of the Renaissance (3)  
CENG 544, Shakespeare (3)  
CENG 546, The Renaissance (3)  
CENG 547, The Enlightenment (3)  
CENG 548, Modern Drama (3)

**5. Women's Literature: 3 Credits**

CENG 590, Contemporary African Women's Fiction (3)  
CENG 592, Caribbean Women Writers (3)  
CENG 593, Ethnic American Women Writers (3)  
CENG 594, Southern Women Writers (3)

**6. Language and Linguistics: 3 Credits**

CENG 580, Modern Linguistics (3)

CENG 581, History of the English Language (3)

CENG 582, African-American Dialects (3)

**Elective Courses in English: 6 Credits**

CENG XXX, Graduate Elective in English (3)

CENG XXX, Graduate Elective in English (3)

**Plan of Study for Doctor of Philosophy Degree in Humanities: English Concentration (72 Credits)**

Year One					
	Fall Semester	Cr		Spring Semester	Cr
CHUM 875	Humanistic Inquiry	3	CHUM 876	The Person in History and Literature	3
CHUM 877	Literature and Popular Culture	3	CHUM 878	Ideas and Exemplars	3
CENG 509	Genres of Literary Expression	3	CENG XXX	Area of Study in English Course I	3
CENG 516	Major Authors	3	CENG XXX	Area of Study in English Course II	3
	<b>TOTAL</b>	<b>12</b>		<b>TOTAL</b>	<b>12</b>
Year Two					
	Fall Semester	Cr		Spring Semester	Cr
CHUM 879	Interdisciplinary Seminar: Ethics & Social Philosophy	3	CHUM 883	Science and the Humanities	3
CHUM 891	Research Methods in Humanities	3	CHUM 892	Research Design in Humanities	3
CENG XXX	Area of Study in English Course III	3	CENG XXX	Area of Study in English Course V	3
CENG XXX	Area of Study in English Course IV	3	CENG XXX	Area of Study in English Course VI	3
	<b>TOTAL</b>	<b>12</b>		<b>TOTAL</b>	<b>12</b>
Year Three					
	Fall Semester	Cr		Spring Semester	Cr
CHUM 880	Special Topics: Contemporary Issues in Humanities	3	CHUM 882	Internship in Teaching	3
CHUM 881	Teaching and the Humanities	3	CHUM XXX	Humanities Elective	3
CENG XXX	English Elective	3	CHUM XXX	Dissertation Research	3
CENG XXX	English Elective	3	CENG XXX	Dissertation Research	3
	<b>TOTAL</b>	<b>12</b>		<b>TOTAL</b>	<b>12</b>



## **Division of Natural Sciences and Mathematics**

The Division of Natural and Mathematical Sciences offers graduate instructional programs for students interested in science careers with opportunities for rigorous learning and research experiences through the Departments of Biological Sciences, Chemistry, Computer and Information Science, Mathematics, and Physics. The Division also offers five-year accelerated BS/MS degree programs in Biology, Chemistry, Computer and Information Science, Mathematics and Physics and provides interdisciplinary and interdepartmental major sequences to students with potential for a strong science curriculum.

Graduate degree programs in Natural and Mathematical Sciences are designed to develop students' capacities for scientific and analytical work and to ensure that all majors are well prepared for their chosen career fields. Descriptions of these programs are provided under the respective departmental headings. Several scholarships are available for programs within the Division.

### **DEPARTMENT OF BIOLOGICAL SCIENCES**

**Thomas W. Cole, Jr., Research Center for Science and Technology, Suite 4005**

**Telephone: (404) 880-6790**

#### **Overview**

The Department of Biological Sciences provides graduate training for the **Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) Degrees in Biological Sciences**. The programs of study primarily focus on contemporary concepts in cell biology, molecular biology, and biochemistry. Both in-depth theoretical knowledge and methodological tools in each of these areas equip students for scholarly and productive endeavors. The University grants degrees based on intellectual and technical development commensurate with the achievement standards of the scientific community, rather than on mere accumulation of course credits. The main goal of the Department is to sustain our excellence in research and graduate training, as well as to provide outstanding professional teaching. The faculty facilitates each student's success through thorough intellectual and research training in a nurturing environment.

#### **Mission**

The mission of the Department of Biological Sciences is to assist undergraduate and graduate students in the study of life sciences by providing a research environment that focuses on scientific reasoning, critical inquiry, problem solving, and the development of research skills that prepare graduates to be competitive in our global society.

#### **Vision**

The vision of the Department of Biological Sciences is to be recognized as a premier undergraduate, graduate, and research-centered department, among the research-intensive institutions in the nation, whose graduates will be excellent scholars, researchers, and practitioners through productive scientific and professional health careers.

## Programs of Study

Master of Science Degree in Biological Sciences (32 Credits)

Doctor of Philosophy Degree in Biological Sciences (72 Credits)

### Master of Science Degree in Biological Sciences (32 Credits)

#### Program Overview

The Master of Science Degree program provides specialized training, research experiences, and the optional opportunity for students to gain teaching experiences. All students in the program are required to complete a **minimum of thirty-one (31)** credits. Research by Master's students centers on topics in cell biology, molecular biology, biochemistry, microbiology, and neurobiology. Other areas of specialized training are available through collaborations with other institutions and government agencies.

#### Admissions Requirements

Applicants to the **Master of Science Degree in Biological Sciences** must meet the General Admissions Requirements as published in this Catalog and have completed a **minimum of twenty-four (24)** undergraduate credits in Biology including biochemistry and one year each in general chemistry, organic chemistry, physics, and mathematics, including calculus.

#### Program Objectives

- Introduce student to multidisciplinary aspects of modern biological sciences.
- Prepare student to examine, write, and present scientific literature.
- Prepare students for advanced studies, professional careers in biological and biomedical fields, or other scholarly endeavors.

#### Student Learning Outcomes

Students pursuing the **Master of Science Degree in Biological Sciences** will:

1. Apply biological concepts, theories, and techniques to conduct independent scientific experiments.
2. Effectively communicate information on biological and/or biomedical science in written and oral formats to scientific and non-scientific audiences.
3. Apply biological principles and analytical techniques to execute an original research project through hypothesis development, experimental design, and analytical interpretation of the data.
4. Practice professional ethics in the conduct of scientific inquiry, scholarly research, and independent scientific thinking.

### Degree Requirements (31 Credits)

In addition to the General Degree Requirements as published in this Catalog, candidates for the **Master of Science Degree in Biological Sciences** must complete the following requirements:

#### I. Core Courses: 18 Credits

CBIO 501, Biology Seminar (0)\*

CBIO 502, Instructional Practicum (0)

CBIO 504, Molecular Genetics (3)

CBIO 506, Cell Biology (3)

CBIO 509, Methods and Techniques in Biotechnology (3)

CBIO 511, Biochemistry I (3)  
CBIO 512, Biochemistry II (3)  
CBIO 551, Biostatistics (3)

**\*Students must enroll continuously in CBIO 501 till matriculation.**

**Laboratory Rotation Requirements:**

During the first year of study, all students pursuing the **Master of Science Degree in Biological Sciences** are required to complete at least **two (2)** laboratory rotations (10 hours per week). Laboratory rotations provide graduate students with exposure to a variety of research projects and techniques conducted in faculty research training laboratories. The rotations will also give students opportunities to make a decision regarding the research laboratory in which they will conduct their thesis research.

**Advanced Courses in the Area of Specialization: 6 Credits**

CBIO 556, Bioinformatics (3)  
CBIO 633, Advances in Molecular Biology (3)  
CBIO 635, Advances in Cell Biology (3)  
CBIO 643, Advances in Cancer Biology (3)

**Research in Biology: 6 Credits**

CBIO 661, Research in Biochemistry (3-9)  
CBIO 671, Research in Molecular Biology (3-9)  
CBIO 681, Research in Cellular Biology (3-9)

\*This course is required for M.S. students to present their dissertation/rotational research.

**II. Thesis Research: 1 Credits**

CBIO 801, Thesis Research (1 Credit)

**III. Final Examination**

Each student must successfully defend a thesis based on original research.

These are formal departmental requirements and as such must be scheduled during regular academic year or summer session. The following procedures are to be followed to complete these requirements:

1. The MS candidate should hold a formal meeting with his/her research committee to present a concise overview of finalized research data.
2. Upon approval by the committee, a final signed draft of the thesis should be submitted to the department chair.
3. A research seminar/oral defense is required. The candidate or the advisor should schedule the seminar/oral defense based on the Office of Graduate Programs thesis submission timeline.
4. The seminar/oral defense is scheduled as a formally announced departmental event. Biology faculty and graduate students are invited to attend and actively participate in the same as a scientific/intellectual interaction between the candidate and the attendees. The seminar/oral defense is to be professionally prepared with appropriate visual aids.

5. Announcement must be posted one week prior to the seminar/oral defense. The Department of Biological Sciences considers the opinion of the total faculty in attendance in arriving at a consensus on the scientific/professional caliber of the seminar. Serious concerns indicated by a consensus of the attending faculty may result in the candidate having to repeat this departmental requirement.
6. At the conclusion of the seminar/oral defense, the research advisor should ensure that the Seminar and Oral Presentation Approval Forms are completed and signed by all faculty members in attendance including the Department Chair.

#### Plan of Study for Master of Science Degree in Biology (31 Credits)

Year One					
	Fall Semester	Cr		Spring Semester	Cr
CBIO 501*	Biology Seminar	0	CBIO 501*	Biology Seminar	0
CBIO 504	Molecular Genetics	3	CBIO 506	Cell Biology	3
CBIO 509	Research and Techniques in Biotechnology	3	CBIO 551	Biostatistics	3
CBIO 511 or CCHE 551	Protein Biochemistry/ Biochemistry I	3	CBIO 512 <i>or</i> CCHE 552	Intermediary Metabolism/ Biochemistry II	3
	Laboratory Rotation I			Laboratory Rotation II	
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>9</b>
	Summer	Cr			
CBIO 6XX	Research in Biology	3			
Year Two					
	Fall Semester	Cr		Spring Semester	Cr
CBIO 501*	Biology Seminar	0	CBIO 502*	Biology Seminar II	0
			CBIO 556	Bioinformatics	3
CBIO XXX	Advanced Course in Biology	3	CBIO 801	Thesis Research	1
CBIO 6XX	Research in Biology	3			
	<b>TOTAL</b>	<b>6</b>		<b>TOTAL</b>	<b>4</b>

**\*Students must enroll continuously in CBIO 501 or CBIO 502, Biology Seminars I and II.**

\* All M.S. students must enroll and attend CBIO 501 Biology Seminars until matriculation.

\*\* This course is required for M.S. students to present their dissertation/rotational research.

## **Doctor of Philosophy Degree in Biological Sciences (72 Credits)**

### **Program Overview**

The **Doctor of Philosophy (Ph.D.) Degree Program in Biological Sciences** trains and develops scholars, and promotes research by providing students with contemporary concepts in the fields of cellular biology, molecular biology, and biochemistry. Each student receives thorough intellectual training in a particular specialty and must master the methods that are requisite for productive scholarly endeavors in that specialty. Graduate students are primarily engaged in research, but also take courses in specialized areas of interest, participate in seminars, and have opportunities to gain teaching experience while satisfying other requirements of their doctoral programs. Students carry out their research in state-of-the-art laboratories supervised by the faculty. Some of the research faculty members participate in and are supported by federally funded research programs. The Department fosters and maintains collaborations at local, national academic, industrial, and governmental research facilities. These collaborations provide opportunities for doctoral students to expand their research specialty areas.

### **Admissions Requirements**

Applicants to the **Doctor of Philosophy Degree in Biological Sciences** must meet the General Admissions Requirements as published in this Catalog. GRE Required.

### **Program Objectives**

1. Emphasize the multidisciplinary aspects of modern biological sciences.
2. Promote the development of the skills required for scientific inquiry, writing and presentation.
3. Provide opportunities for students to gain academic teaching and research experiences that will prepare them for scholarly and productive endeavors.
4. Train scientists and scholars to perceive fundamental biological problems and to investigate them successfully.
5. Prepare Ph.D. level students for postdoctoral research or academic teaching positions in academic institutions and biotechnology or other industries.

### **Student Learning Outcomes**

Students pursuing the **Doctor of Philosophy Degree in Biological Sciences** will:

1. Conduct independent and collaborative research to prepare proposals for fellowship and funding, and scientific articles in peer-reviewed journals.
2. Communicate effectively biological information in written and oral formats to scientific and non-scientific audiences at professional conferences, workshops, seminars, and other academic venues.
3. Teach laboratory classes in introductory biology.
4. Practice professional ethical standards in the conduct of scientific experiment, inquiry, scholarly research and teaching.

### **Degree Requirements**

In addition to the General Degree Requirements as published in this Catalog, candidates for the **Doctor of Philosophy Degree in Biological Sciences** must complete a minimum of seventy-two (72) graduate credits in residence. Each student must pass a qualifying examination for admission to candidacy and defend a dissertation of original research conducted under the supervision of his/her major advisor and Dissertation

Committee. As part of a comprehensive training program, each candidate for the **Doctor of Philosophy Degree in Biological Sciences** is required to serve as a Teaching Assistant in an undergraduate laboratory course for at least three (3) semesters under the supervision of a faculty member of record for the course.

**I. Required Courses**

**Core Courses: 18 Credits**

CBIO 501, Biology Seminar (0)\*

CBIO 502, Biology Seminar II/ Instructional Practicum II (0)\*\*

CBIO 504, Molecular Genetics (3)

CBIO 506, Cell Biology (3)

CBIO 509, Research and Techniques in Biotechnology (3)

CBIO 511, Biochemistry I (3)

CBIO 512, Biochemistry II (3)

CBIO 551, Biostatistics (3)

\*All Ph.D. graduate students must enroll and attend CBIO 501 Biology Seminars until matriculation.

\*\* All Ph.D. students are required to register this course to document three (3) semesters of teaching activity.

**Laboratory Rotation Requirements:**

During the first year of study, all students pursuing the Doctor of Philosophy Degree in Biological Sciences are required to complete at least three (3) laboratory rotations (10 hours per week each). Laboratory rotations provide doctoral students with exposure to a variety of research projects and techniques conducted in faculty research training laboratories. The rotations will also give students opportunities to make a decision regarding the research laboratory in which they will conduct their dissertation research.

**Advanced Courses in the Area of Specialization: 6 Credits**

CBIO 633, Advances in Molecular Biology (3)

CBIO 635, Advances in Cell Biology (3)

CBIO 643, Advances in Cancer Biology (3)

*Additional advanced courses will be required depending on students' research concentrations.*

**Research Courses in Biology: Variable Credits**

CBIO 683, Senior Bioscience Seminar (1)\*

CBIO 884, Research in Biochemistry (3-12)

CBIO 871, Research in Molecular Biology (3-12)

CBIO 881, Research in Cellular Biology (3-12)

CBIO 901, Dissertation Consultation (1)

\*This course is required for the 4th or 5th Ph.D. candidate to present his/her thesis research in front of the audiences prior to thesis defense.

## **II. Research Tools**

Students must demonstrate proficiency in contemporary research methodologies, tools and technologies such as, Bioinformatics (CBI0556) as designated by the Department of Biological Sciences.

## **III. Qualifying Examinations:**

The Qualifying Examination is scheduled and conducted by the student's dissertation committee. The PhD degree Program Qualifying Form and Research Prospectus must be filed in the departmental office at least one semester prior to the Qualifying Examination, which in turn must be taken at least two academic years prior to the time the degree is to be conferred but not earlier than the completion of two years of graduate work. Students are permitted two (2) attempts to successfully complete the Qualifying Examination.

## **IV. Dissertation**

The terms thesis and dissertation are sometimes used interchangeably. However, more commonly, the term thesis is used in conjunction with the work submitted in partial fulfillment of the requirements for the MS degree and dissertation refers to the treatise or discourse submitted for the PhD degree. The thesis or dissertation is a formal presentation of the student's original investigations. It should demonstrate the candidate's technical competence and potential for carrying out productive research. It must contribute something additional to the existing body of knowledge or bring into focus a significantly different critical interpretation of the existing knowledge. It is the most important proof of a candidate's scholarly potential. It also reflects the competence and standards of the departmental faculty and the University. Therefore, it must truly be a scholarly production.

## **V. Final Examination**

These are formal departmental requirements and as such must be scheduled during regular academic year or summer session. The following procedures are to be followed to complete these requirements:

1. The PhD candidate should hold a formal meeting with his/her research committee to present a concise overview of finalized research data.
2. Upon approval by the committee, a final signed draft of the dissertation should be submitted to the department chair.
3. A research seminar/oral defense is required. The candidate or the advisor should schedule the seminar/oral defense based on the Office of Graduate Studies thesis submission timeline.
4. The seminar/oral defense is scheduled as a formally announced departmental event. Biology faculty and graduate students are invited to attend and actively participate in the same as a scientific/intellectual interaction between the candidate and the attendees. The seminar/oral defense is to be professionally prepared with appropriate visual aids.



5. Announcement must be posted one week prior to the seminar/oral defense. The Department of Biological Sciences considers the opinion of the total faculty in attendance in arriving at a consensus on the scientific/professional caliber of the seminar. Serious concerns indicated by a consensus of the attending faculty may result in the candidate having to repeat this departmental requirement.
6. At the conclusion of the seminar/oral defense, the research advisor should ensure that the Seminar and Oral Presentation Approval Forms are completed and signed by all faculty members in attendance including the Department Chair.

### Plan of Study for Doctor of Philosophy Degree in Biological Sciences (72 Credits)

Year One					
	Fall Semester	Cr		Spring Semester	Cr
CBIO 501*	Biology Seminar	0	CBIO 501*	Biology Seminar	0
CBIO 502**	Instructional Practicum	0	CBIO 502*	Biology Seminar II	0
CBIO 504	Molecular Genetics	3	CBIO 506	Cell Biology	3
CBIO 509	Methods and Techniques in Biotechnology	3	CBIO 551	Biostatistics	3
CBIO 511	Biochemistry I	3	CBIO 512	Biochemistry II	3
	<i>Laboratory Rotation I</i>			<i>Laboratory Rotation II (continued)</i>	
	<i>Laboratory Rotation II</i>			<i>Laboratory Rotation III</i>	
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>9</b>
	<b>Summer</b>	<b>Cr</b>			
CBIO XXX	Research in Biology	3			
Year Two					
	Fall Semester	Cr		Spring Semester	Cr
CBIO 501*	Biology Seminars	0	CBIO 502*	Biology Seminar II	0
CBIO 502**	Instructional Practicum	0	CBIO 633	Advances in Molecular Biology	3
CBIO 635	Advances in Cell Biology	3	CBIO XXX	Research in Biology	6
CBIO XXX	Research in Biology	6			
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>9</b>
	<b>Summer</b>	<b>Cr</b>			
CBIO XXX	Research in Biology	3			
Year Three					
	Fall Semester	Cr		Spring Semester	Cr
CBIO 501*	Biology Seminars	0	CBIO 501*	Biology Seminars	0
CBIO XXX	Research in Biology	6	CBIO XXX	Research in Biology	6
	<b>TOTAL</b>	<b>6</b>		<b>TOTAL</b>	<b>6</b>
	<b>Summer</b>	<b>Cr</b>			
CBIO XXX	Research in Biology	3			
Year Four					
	Fall Semester	Cr		Spring Semester	Cr
CBIO 501*	Biology Seminars	0	CBIO 501*	Biology Seminars	0
CBIO 683***	Senior Bioscience Seminar	1	CBIO 8XX	Research in Biology	6
CBIO XXX	Research in Biology	6			
	<b>TOTAL</b>	<b>6</b>		<b>TOTAL</b>	<b>6</b>
	<b>Summer</b>	<b>Cr</b>			
CBIO XXX	Research in Biology	2			
CBIO 901	Dissertation Consultation	1			
	<b>TOTAL</b>	<b>3</b>			
<p>*All Ph.D. graduate students must enroll and attend CBIO 501 Biology Seminars until matriculation.</p> <p>** All Ph.D. students are required to register this course to document three (3) semesters of teaching activity</p> <p>***This course is required for the 4th or 5th Ph.D. candidate to present his/her thesis research in front of the audiences prior to thesis defense.</p>					

## DEPARTMENT OF CHEMISTRY

Thomas W. Cole, Jr., Research Center for Science and Technology, Suite 2025

Telephone: (404) 880-6850

### Overview

The Department of Chemistry offers graduate degree programs designed for students interested in the chemical professions and for students who desire a career in teaching chemistry, biology, physics, mathematics, engineering, and other health sciences as well as preparation for graduate study. Chemistry majors graduate with a wide choice of career possibilities as researchers and administrators in the chemical, environmental, health and pharmaceutical industries.

The Department educates students to become adept in the molecular sciences, and to apply their skill and knowledge for analysis and for solution of wide-ranging problems. Our goal is to prepare students to be proficient in the methods of scientific inquiry. Some will pursue scientific careers and contribute as experimentalists or theoreticians in varied research or industrial settings. Others will apply the methods and discoveries of this discipline in many associated professions, such as the health sciences and public policy. Chemistry and its associated disciplines, Materials Science, Biological Chemistry, Environmental Science, are advancing rapidly and transforming society in the material and sociological arenas. The faculty and many students are engaged fully in research and development of these evolving sciences.

### Mission

The mission of the Department of Chemistry is to provide students a rigorous course of study in the physical and chemical sciences by utilizing multi-faceted learning experiences, guided inquiry laboratory, and scientific research to prepare students for careers as chemists or professionals in research and development, scientific discovery, or medical service in the global community.

### Vision

The vision of the Department of Chemistry is to become a leading provider of interdisciplinary approaches to chemistry education and research that attracts and prepares diverse students to be scientifically literate and competitive professionals to meet the future demands of the changing global environment.

### Programs of Study

Master of Science Degree in Chemistry (31 Credits)

Master of Science Degree in Chemistry: Biochemistry Concentration (36 Credits)

Master of Science Degree in Industrial Chemistry (37 Credits)

Doctor of Philosophy Degree in Chemistry (72 Credits)

*Students may concentrate their studies in Analytical, Organic, Inorganic, Physical and Polymer Chemistry, and Biochemistry.*

### Master of Science Degree in Chemistry (31 Credits)

#### Program Overview

The **Master of Science Degree in Chemistry** is available for those students interested in gaining the necessary knowledge and skills for advancing in their career and positioning themselves for a non-entry

level position in chemistry. Students in the program are also prepared to pursue an advanced degree in chemistry or entry to a professional school.

### **Admissions Requirements**

Students apply to the Master of Science Degree must possess a BS or BA in Chemistry or related field. In addition to the General Admissions Requirements as published in this Catalog, applicants to the **Master of Science Degree in Chemistry** must have completed two semesters each of physics and calculus. GRE Required.

### **Program Objectives**

1. Introduce students to the fundamental laboratory and technical concepts and background concepts in the core areas of organic, analytical, physical and inorganic chemistry.
2. Prepare students to be proficient in the methods of scientific inquiry in the fields of chemistry and its associated disciplines.
3. Prepare student to engage in scholarly research methods and discoveries of the discipline.
4. Prepare student for advanced studies, professional careers in chemistry and related fields, or other scholarly endeavors.

### **Student Learning Outcomes**

Students pursuing the **Master of Science Degree in Chemistry** will:

1. Apply scientific knowledge and quantitative and qualitative skills to analyze and solve a wide-range of problems in the area physical and molecular sciences.
2. Apply fundamental concepts in the core areas of organic, analytical, physical and inorganic chemistry to execute experimental projects.
3. Utilize technical skill sets to collect, analyze and interpret data to conduct independent project-based research.
4. Effectively communicate information on molecular sciences in written and oral formats to scientific and non-scientific audiences.
5. Practice professional ethics in the conduct of scientific inquiry, scholarly research, and independent scientific thinking.

### **Degree Requirements**

In addition to the General Degree Requirements as published in this Catalog, students pursuing the **Master of Science Degree in Chemistry** and the **Master of Science Degree in Chemistry with concentration in Biochemistry** are required to pass **Basic Examinations** during the week of registration in order to insure that they begin graduate work at a level commensurate with their background. The examinations include the subject matter covered by the following courses: general chemistry, qualitative and analytical chemistry, organic chemistry, physical chemistry, and mathematics through calculus.

A candidate for the **Master of Science Degree in Chemistry** must complete a minimum of thirty-one (31) graduate credits in a program of study and research approved by the Department Chair in consultation with the student and his/her major professor.

Students interested in pursuing the **Master of Science Degree in Chemistry with concentration in Biochemistry** must complete a minimum of thirty-seven (36) graduate credits and research approved by the Department Chair in consultation with the student and his/her major professor.

### **Master of Science Degree in Chemistry (31 Credits)**

#### **I. Core Requirements: (19 Credits)**

CCHE 508, Seminar in Chemistry (1)\*

CCHE 512, Instrumental Methods (3)  
 CCHE 521, Advanced Inorganic Chemistry (3)  
 CCHE 531, Mechanistic Organic Chemistry (3)  
 CCHE 532, Organic Synthesis (3)  
 CCHE 541, Thermodynamics (3)  
 CCHE 542, Quantum Chemistry (3)

**\* Required of all graduate students and must be taken for one semester to earn one hour of credit. Students generally register for this course during the semester of their thesis defence.**

**Electives in Chemistry: (6 Credits)**

CCHE XXX, Graduate Elective in Chemistry (3)  
 CCHE XXX, Graduate Elective in Chemistry (3)

**II. Thesis Research: (6 Credits)**

CCHE 7XX, Thesis Research Area of Study (Variable Credits). Students are strongly encouraged to take a Thesis Research course in the Summer of year 1.

**Must be approved by the Department Chair in consultation with the student's major area professor.**

**III. Qualifying Examinations**

**Plan of Study for Master of Science Degree in Chemistry (31 Credits)**

Year One					
	Fall Semester	Cr		Spring Semester	Cr
CCHE 521	Advanced Inorganic Chemistry	3	CCHE 542	Quantum Chemistry	3
CCHE 531	Mechanistic Organic Chemistry	3	CCHE 512	Instrumental Methods	3
CCHE 541	Thermodynamics	3	CCHE 532	Organic Synthesis	3
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>9</b>
Year Two					
	Fall Semester	Cr		Spring Semester	Cr
CCHE XXX	Graduate Elective in Chemistry	3	CCHE XXX	Graduate Elective in Chemistry	3
CCHE 7X0*	Thesis Research	3	CCHE 7X0*	Thesis Research	3
CCHE 508**	Seminar in Chemistry	0	CCHE 508**	Seminar in Chemistry	1
	<b>TOTAL</b>	<b>6</b>		<b>TOTAL</b>	<b>7</b>
* Must be approved by the Department Chair in consultation with the student's major area professor.					
**Required of all graduate students and must be taken for one semester to earn one hour of credit. Students generally register for this course during their semester of defence of the thesis.					

**Master of Science Degree in Chemistry: Biochemistry Concentration (36 Credits)**

**I. Core Courses: (18 Credits)**

CCHE 512, Instrumental Methods (3)  
 CCHE 521, Advanced Inorganic Chemistry (3)  
 CCHE 531, Mechanistic Organic Chemistry (3)  
 CCHE 532, Organic Synthesis (3)

CCHE 541, Thermodynamics (3)  
 CCHE 542, Quantum Chemistry (3)

**Biochemistry Concentration: (12 Credits)**

CCHE 551, Advanced Biochemistry I (3)  
 CCHE 552, Advanced Biochemistry II (3)  
 CCHE 651, Physical Biochemistry (3)  
 CBIO 504, Molecular Genetics (3)

**or**

CBIO 506, Cell Biology (3)

**II. Thesis Research: (6 Credits)**

CCHE 7X0, Thesis Research Area of Study (Variable Credits)

**Must be approved by the Department Chair in consultation with the student's major area professor.**

**III. Qualifying Examinations**

**Plan of Study for Master of Science Degree in Chemistry with concentration in Biochemistry (36 credits)**

Year One					
	Fall Semester	Cr		Spring Semester	Cr
CCHE 521	Advanced Inorganic Chemistry	3	CCHE 542	Quantum Chemistry	3
CCHE 531	Mechanistic Organic Chemistry	3	CCHE 552	Advanced Biochemistry II	3
CCHE 551	Advanced Biochemistry I	3	CCHE 532	Organic Synthesis	3
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>9</b>
Year Two					
	Fall Semester	Cr		Spring Semester	Cr
CCHE 541	Thermodynamics	3	CCHE 512	Instrumental Methods	3
CBIO 504 <b>or</b> CBIO 506	Molecular Genetics <b>or</b> Cell Biology	3	CCHE 651	Physical Biochemistry	3
CCHE 7X0*	Thesis Research	3	CCHE 7X0*	Thesis Research	3
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>9</b>

**\* Must be approved by the Department Chair in consultation with the student's major area professor.**

**Master of Science Degree in Industrial Chemistry (37 Credits)**

**Program Overview**

The Master of Science degree in Industrial Chemistry is for those students who wish to work in a company environment while pursuing the **Master of Science Degree in Industrial Chemistry**. Students in this program are generally directed by their company to pursue the additional skill set to advance them in the company environment.

### Admissions Requirements

In addition to the General Admissions Requirements as published in this Catalog, applicants to the **Master of Science Degree in Industrial Chemistry** must have completed two semesters each of physics and calculus. GRE Required.

#### Program Objectives

1. Introduce students to the fundamental laboratory and technical concepts and background concepts in the core areas of organic, analytical, physical and inorganic chemistry.
2. Prepare students to be proficient in the methods of scientific inquiry in the field of industrial chemistry and its associated disciplines.
3. Prepare student to engage in scholarly research methods and discoveries of the discipline.
4. Prepare student for advanced studies, professional careers in industrial chemistry and related fields, or other scholarly endeavors.

#### Student Learning Outcomes

Students pursuing the **Master of Science Degree in Industrial Chemistry** will:

1. Apply scientific knowledge and quantitative and qualitative skills to analyze and solve problems in the area industrial chemistry.
2. Apply fundamental concepts in the core areas of organic, analytical, physical and inorganic chemistry to execute experimental projects.
3. Utilize technical skill sets to collect, analyze and interpret data to conduct independent project-based research.
4. Effectively communicate information on industrial chemistry in written and oral formats to scientific and non-scientific audiences.
5. Practice professional ethics in the conduct of scientific inquiry, scholarly research, and independent scientific thinking.

### Degree Requirements

In addition to the General Degree Requirements as published in this Catalog, students pursuing the **Master of Science Degree in Industrial Chemistry** are required to pass basic examinations during the first week of registration in order to insure that they begin graduate work at a level commensurate with their background. The examinations include the subject matter covered by the following courses: general chemistry, qualitative analysis, organic chemistry, physical chemistry, and mathematics through calculus.

A candidate for the **Master of Science Degree in Industrial Chemistry** must complete a minimum of thirty-seven (36) graduate credits in a program of study and internship **or** thesis research approved by the Department Chair in consultation with the student and his/her major professor.

#### Master of Science Degree in Industrial Chemistry (37 Credits)

##### I. Required Courses in Chemistry: (28 Credits)

- CCHE 508, Seminar in Chemistry (1)\*
- CCHE 512, Instrumental Methods (3)
- CCHE 521, Advanced Inorganic Chemistry (3)
- CCHE 531, Mechanistic Organic Chemistry (3)
- CCHE 532, Organic Synthesis (3)
- CCHE 541, Thermodynamics (3)



CCHE 542, Quantum Chemistry (3)

CCHE 561, Topics in Industrial Chemistry (3)

CCHE 562, Scale-Up for Chemists (3)

CCHE 571, Introduction to Polymer Chemistry (3)

\* Required of all graduate students and must be taken for two semesters to earn one hour of credit.

### **Graduate Elective in Business Administration: (3 Credits)**

*\*See the School of Business Administration course listings.*

## **II. Thesis or Internship: (6 Credits)**

CCHE 7X0, Thesis Research Area of Study (Variable Credits)\*

**or**

CCHE 800, Internship (6)\*

\* Must be approved by the Department Chair in consultation with the student's major area professor.

## **III. Qualifying Examinations**

### **Plan of Study for Master of Science Degree in Industrial Chemistry (37 credits)**

Year One					
	Fall Semester	Cr		Spring Semester	Cr
CCHE 521	Advanced Inorganic Chemistry	3	CCHE 512	Instrumental Methods	3
CCHE 531	Mechanistic Organic Chemistry	3	CCHE 542	Quantum Mechanics	3
CCHE 541	Thermodynamics	3	CCHE 532	Organic Synthesis	3
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>9</b>
Year Two					
	Fall Semester	Cr		Spring Semester	Cr
CCHE 561	Topics in Industrial Chemistry	3	CCHE 562	Scale-Up for Chemists	3
CCHE 571	Introduction to Polymer Chemistry	3	CCHE 508*	Seminar in Chemistry	1
CCHE 508*	Seminar in Chemistry	0	CCHE 800*** <b>or</b> CCHE 7X0***	Internship <b>or</b> Thesis Research	3
CSB XXX**	Business Administration Elective	3			
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>7</b>
	Summer	Cr			
CCHE 800* <b>or</b> CCHE 700*	Internship <b>or</b> Thesis Research	3			
* Required of all graduate students and must be taken for two semesters to earn one hour of credit					
**See the School of Business Administration course listings.					
*** Must be approved by the Department Chair in consultation with the student's major area professor.					

## **Doctor of Philosophy Degree in Chemistry (72 Credits)**

### **Program Overview**

The **Doctor of Philosophy Degree in Chemistry** is for those students that wish to gain the skills to propose and conduct research in Chemistry.

### **Admissions Requirements**

#### **Program Objectives**

1. Emphasize the multidisciplinary aspects of physical and molecular sciences.

- Promote the development of the skills required for scientific inquiry, writing and presentation.
- Provide opportunities for students to gain academic teaching and research experiences that will prepare them for scholarly and productive endeavors.
- Train scientists and scholars to perceive fundamental problems in areas of chemistry; and to investigate them successfully.
- Prepare Ph.D. level students for postdoctoral research or academic teaching positions in academic, scientific or other industries.

### **Student Learning Outcomes**

Students pursuing the **Doctor of Philosophy Degree in Chemistry** will:

- Conduct independent and collaborative research to prepare proposals for fellowship and funding, and scientific articles in peer-reviewed journals.
- Communicate effectively scientific research in written and oral formats to scientific and non-scientific audiences at professional conferences and other academic venues.
- Teach laboratory classes in introductory chemistry.
- Practice professional ethical standards in the conduct of scientific experiment, inquiry, scholarly research and teaching.

### **Degree Requirements**

In addition to the General Degree Requirements as published in this Catalog, students pursuing the **Doctor of Philosophy Degree in Chemistry** are required to complete a minimum of forty-two (42) graduate credits in residence. Minimum departmental degree requirements are core course requirements plus additional coursework as defined by the division: analytical, physical, inorganic, organic, polymer or biochemistry.

#### **I. Required Core Courses: 18 Credits**

CCHE 521, Advanced Inorganic Chemistry (3)  
 CCHE 531, Mechanistic Organic Chemistry (3)  
 CCHE 541, Thermodynamics (3)  
 CCHE 512, Instrumental Methods (3)  
 CCHE 542, Quantum Mechanics (3)  
 CCHE 532, Organic Synthesis (3)

#### **Area of Concentration Core**

*Students must select courses per their area of concentration*

#### **Organic Chemistry Concentration: 3 Credits**

CCHE 533, Physical Organic Chemistry (3)

#### **Biochemistry Concentration: 6 Credits**

CCHE 551, Biochemistry I (3)  
 CCHE 552, Biochemistry II (3)

#### **Polymer Concentration: 9 Credits**

CCHE 571, Introduction to Polymer Chemistry (3)  
 CCHE 572, Techniques in Polymer Chemistry (3)

**Electives: (Up to 6 Credits)**

**Depending on concentration requirements**

**II. Research Dissertation: Variable Credits**  
**Depending on the concentration**

**III. Qualifying Examinations**

1. *For Bachelor's Degree Entrants:* Three General Qualifying Examinations and one Advanced Qualifying Examination by the end of the second year. Qualifying Examinations in the field of specialization by the end of the third year.
2. *For Master's Degree Entrants:* An advanced Qualifying Examination by the end of the first year. Qualifying Examinations in the field of specialization by the end of the second year.
3. *For Biochemistry Majors:* Exemption from the general comprehensive examination in inorganic chemistry.

**IV. Independent Proposal Requirement**

**All students must produce and successfully defend an independent research proposal in an area that is not equivalent to their area of research.**

**V. Final Examination**

- **The final examination is the production and successful defense of the research**

### Sample Plan of Study for Doctor of Philosophy Degree in (Organic) Chemistry (72 credits)

Year One					
	Fall Semester	Cr		Spring Semester	Cr
CCHE 521	Advanced Inorganic Chemistry	3	CCHE 512	Instrumental Methods	3
CCHE 531	Mechanistic Organic Chemistry	3	CCHE 542	Quantum Mechanics	3
CCHE 541	Thermodynamics	3	CCHE 532	Organic Synthesis	3
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>9</b>
	<b>Summer</b>	<b>Cr</b>			
CCHE 7X0	Research in Chemistry	6			
Year Two					
	Fall Semester	Cr		Spring Semester	Cr
CCHE 533	Physical Organic Chemistry	3	CCHE 637	Advanced Topics in Organic Chemistry	3
CCHE 7X0	Research in Chemistry	6	CCHE 7X0	Research in Chemistry	6
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>9</b>
	<b>Summer</b>	<b>Cr</b>			
CCHE 7X0	Research in Chemistry	6			
Year Three					
	Fall Semester	Cr		Spring Semester	Cr
CCHE 7X0	Research in Chemistry	9	CCHE 508*	Seminar in Chemistry	1
CCHE 508*	Seminar in Chemistry	0	CCHE 901	Dissertation Consultation	1
	<b>TOTAL</b>	<b>9</b>	CCHE 7X0	Research in Chemistry	7
	<b>Summer</b>	<b>Cr</b>		<b>TOTAL</b>	<b>9</b>
CCHE 7X0	Research in Chemistry	6			
<b>* Required of all graduate students and must be taken for two semesters to earn one hour of credit.</b>					

## **DEPARTMENT OF CYBER-PHYSICAL SYSTEMS**

**Thomas W. Cole, Jr., Research Center for Science and Technology, Suite 1015**

**Telephone: (404) 880-6951**

### **Overview**

The Department of Cyber-Physical Systems offers the **Master of Science Degree in Computer Science** to provide graduate students a balanced practical and theoretical approach to the study of software and hardware that includes the latest advances in this industry. The Department has established a competitive research and training base by enhancing its computer science academic program, research faculty, and infrastructure.

The Departmental research thrusts include Information Security, Data Mining, High Performance Computing, Wireless Communication, and Image Processing. These projects, primarily funded through grants and contracts, are conducted by faculty members leading teams of graduate and undergraduate students. Student participation in research and development activities is an integral part of the student-training process. All students are required to complete research/design projects, thus emphasizing the importance and interrelationship among research, design and education.

The Department's academic and research activities are strengthened via several major funded initiatives. These projects provide opportunities for student participation in research/design efforts and related laboratory work. The department has linkages with several research institutions, government research laboratories and industries to facilitate student summer internships, job placement, and doctoral studies.

### **Mission**

The mission of the Department of Computer and Information Science is to educate diverse students in an intellectually challenging program of study focused towards the analysis, design, and implementation of software systems by providing an advanced and rigorous curriculum with integrated laboratory-based and practical experiences that make students globally competitive for employment with government and industry.

### **Vision**

The vision of the Department of Computer and Information Science is to become nationally recognized in educating bachelors to terminal degree level students in the Computer Sciences with knowledge, skills and practical training needed to understand and address inter- and multi-disciplinary problems of a national and global scale.

### **Program of Study**

Master of Science Degree in Computer Science (30 Credits)

### **Program Overview**

The **Master of Science Degree in Computer Science** exposes students to the complete life-cycle of computer application development including abstraction, modeling and algorithm development, leveraging computer systems, programming languages and development frameworks, and software development techniques and processes. Graduates of this program are typically employed as software developers and engineers. The

program provides students with expertise in programming and software development, algorithm design and computer science concepts, and computer and database systems.

**\*\*Those students without an undergraduate degree in Computer Science or related field, must complete 2 pre-requisites, 400 level undergraduate courses (6 hours). Student will be assessed to determine which courses to take.**

### **Admissions Requirements**

Applicants to the **Master of Science Degree in Computer Science** must meet the General Admissions Requirements as published in this Catalog. GRE required.

#### **Program Objectives**

1. Train students in computer programming and software development, algorithm design and computer science concepts, and computer and database systems.
2. Introduce students to professional, ethical, legal, security and social issues and responsibilities in computer sciences.
3. Provide students with current techniques, skills, and tools necessary conduct research-based projects and presentations.
4. Prepare students for advanced studies and professional careers in Software Development or Computer Science Research.

#### **Student Learning Outcomes**

Students pursuing the **Master of Science Degree in Computer Science** will:

1. Analyze the local and global impact of computing on individuals, organizations and society.
2. Identify and analyze computer science related problems and apply design and development principles in the construction of appropriate systems solutions.
3. Design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.
4. Work collaboratively to accomplish group projects.
5. Utilize ethical, legal, and security standards to address systems issues in social and professional settings.
6. Apply mathematical foundations, algorithmic principles, and computer science theories in the choices modeling and design of computer-based systems.

### **Degree Requirements**

In addition to the General Degree Requirements published in this Catalog, students pursuing the **Master of Science Degree in Computer Science** must complete the following requirements:

#### **I. Core Courses: (12 Credits)**

CCIS 671, Algorithm Design & Analysis (3)  
CCIS 672, Computer Organization (3)  
CCIS 673, Operating Systems Design (3)  
CCIS 674, Database Design (3)

#### **II. Research/Design Project: (3 Credits)\***

Complete research/design project leading to a technical report from one of the following courses:

CCIS 803, Systems Software/Hardware (3)  
 CCIS 805, Data Base (3)  
 CCIS 807, Distributed Systems/Networking (3)  
 CCIS 815, Information Systems (3)

**\*This is a capstone course for non-thesis research option.**

### III. Thesis Research Option or Non-Thesis Option: 18 Credits

#### Thesis Research Option: (18 Credits)

CCIS 821, Thesis Research (6) *and*  
 CCIS XXX, Graduate Electives in Computer Science (12)

**Note:** Students pursuing thesis research must complete a continuation of the Research/Design Project leading to a graduate thesis and final examination regarding thesis results and twelve (12) other credit hours of graduate level electives in the discipline.

*or*

#### Non-Thesis Option: (18 Credits)

CCIS XXX, Graduate Electives in Computer Science (15) and  
 Research/ Design Project (capstone): (3 Credits) (see above #II)

**Note:** Students pursuing the Thesis option must complete twelve (12) hours of core courses, twelve (15) other credit hours of graduate level electives in the discipline, and the Thesis research course (3 credits). Students enrolled in the non-Thesis option must complete twelve (12) hours of core courses, twelve (15) other credit hours of graduate level electives in the discipline, and a Research/Design Project (3 credits)

### Plan of Study for the Master of Science Degree in Computer Science (30 Credits)

Year One					
	Fall Semester	Cr		Spring Semester	Cr
CCIS 671	Algorithm Design & Analysis	3	CCIS 674	Database Design	3
CCIS 672	Computer Organization	3	CCIS XXX	Graduate Elective	3
CCIS 673	Operating Systems Design	3	CCIS XXX*	Graduate Elective	3
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>9</b>
Year Two - Thesis Research Option					
	Fall Semester	Cr		Spring Semester	Cr
CCIS 821	Thesis Research	3	CCIS 821	Thesis Research	3
CCIS XXX*	Graduate Elective	3	CCIS XXX*	Graduate Elective	3
	<b>TOTAL</b>	<b>6</b>		<b>TOTAL</b>	<b>6</b>
Year Two - Non-Thesis Option					
	Fall Semester	Cr		Spring Semester	Cr
CCIS XXX*	Graduate Elective	3	CCIS XXX*	Graduate Elective	3
CCIS XXX*	Graduate Elective	3	CCIS 8XX*	Research/Design Project in Computer Science	3
	<b>TOTAL</b>	<b>6</b>		<b>TOTAL</b>	<b>6</b>
<b>*All electives must be at graduate level in Computer Science.</b>					



## **DEPARTMENT OF MATHEMATICAL SCIENCES**

**McPheeters-Dennis Hall, Room 139**

**Telephone: (404) 880-8199**

### **Overview**

The Department of Mathematical Sciences offers graduate programs of study leading to the Master of Science Degree in Mathematics. Two concentration tracks are offered: Pure Mathematics or Applied Mathematics, and a total of 30 credit hours are required to complete the program. The Department prepares its graduate students, in either of the two concentrations, for advanced graduate studies in mathematics or mathematics related areas, or for career opportunities in industry, government and education. The program is also appropriate for students interested in interdisciplinary graduate training in the sciences and engineering.

Students admitted to the graduate programs have available to them excellent computer facilities, and a choice of working with faculty members in specialized research areas. Research activities are mainly concentrated in the areas of complex dynamical systems, difference and differential equations and applied analysis.

### **Mission**

The mission of the Department of Mathematical Sciences is to prepare students in the theory and applications of mathematics through a broad range of learning experiences and tools, including various computational methodologies, to succeed in advanced mathematics and mathematics related degree programs or to pursue mathematics related careers in private industry, government or education.

### **Vision**

The vision of the Department of Mathematical Sciences is to be a major force in producing competitive scholars and recognized professionals in mathematics and mathematics related areas by equipping them with strong theoretical and research mathematics content using up-to-date technologies and forging collaborations with other related disciplines

### **Program of Study**

Master of Science Degree in Mathematics (30 Credits)

- Pure Mathematics Concentration
- Applied Mathematics Concentration

### **Admission Requirements**

The admission requirement is a bachelor's degree with a strong undergraduate background in mathematics. Applicants with deficiencies in mathematics may be accepted subject to taking specified undergraduate courses in addition to the graduate program requirements. Applicants for the Master of Science Degree in Mathematics must also meet the General Admissions Requirements as published in the Graduate Catalog. The GRE is required.

### **Program Objectives**

1. Prepare students to demonstrate in-depth knowledge and mastery of mathematics, its methods and mathematics.
2. Prepare students to conduct in-depth research and produce innovative approaches to solve problems in mathematics.

3. Prepare students to communicate effectively both in written and oral form, on contemporary and traditional topics in mathematics.
4. Prepare and motivate students for advanced graduate studies, or careers in industry, government, or education or in fields related to mathematics.

### **Student Learning Outcomes**

Students pursuing the Master of Science Degree in Mathematics will be able to:

1. Construct proofs of major advanced theoretical results in mathematics.
2. Use abstract mathematical reasoning and modeling to solve disciplinary and interdisciplinary problems.
3. Apply mathematical theories and concepts to conduct scholarly research in interdisciplinary areas.
4. Present mathematical research results and findings in written and oral forms for mathematical, scientific, and general audiences.

### **Degree Requirements**

In addition to the General Degree Requirements as published in this Catalog, students pursuing the Master of Science Degree in Mathematics with concentrations in **Pure Mathematics** or **Applied Mathematics** must complete a minimum of thirty (30) graduate credits.

For thesis option, students are required to complete at least twenty-four (24) graduate mathematics credits and six (6) thesis related credits.

For the non-thesis option **Applied Mathematics concentration track**, at least 24 credits of the 30 credits must be in mathematics. Up to 6 credits of areas of special applications courses are determined jointly by the interest of the graduate student in consultation with the graduate mathematics advisor and members of other departments who are formally designated as graduate faculty.

For the non-thesis **Pure Mathematics concentration track**, at least 24 credits of the 30 credits must be in mathematics. Up to 6 credits of areas of special theoretical concentration courses are determined jointly by the interest of the graduate student, the graduate mathematics advisor and members of other departments who are formally designated as graduate faculty.

In either pure or applied concentration tracks, students must maintain a minimum cumulative grade point average of 3.0 to continue in the program.

#### **Graduate Courses: Pure Mathematics Concentration:**

- CMAT 521, Real Analysis I (3)
- CMAT 522, Real Analysis II (3)
- CMAT 523, Complex Variables I (3)
- CMAT 524, Complex Variables II (3)
- CMAT 525, Algebra I (3)
- CMAT 526, Algebra II (3)
- CMAT 527, Topology I (3)
- CMAT XXX, Graduate Mathematics Elective (3)
- CMAT 675, Thesis Research or CMAT XXX, Graduate Elective (3)

CMAT 676, Thesis Research or CMAT XXX, Graduate Elective (3)

**or**

**Graduate Course: Applied Mathematics Concentration:**

CMAT 521, Real Analysis I (3)

CMAT 522, Real Analysis II (3)

CMAT 523, Complex Variables I (3)

CMAT 524, Complex Variables II (3)

CMAT 527, Topology I (3)

CMAT 541, Principles of Applied Mathematics I (3)

CMAT 542, Principles of Applied Mathematics II (3)

CMAT XXX, Graduate Elective in Mathematics (3)

CMAT 675, Thesis Research or CMAT XXX, Graduate Elective (3)

CMAT 676, Thesis Research or CMAT XXX, Graduate Elective (3)

**Plan of Study for Master of Science Degree in Mathematics**

**Pure Mathematics Concentration (30 Credits)**

Year One					
	Fall Semester	Cr		Spring Semester	Cr
CMAT 521	Real Analysis I	3	CMAT 522	Real Analysis II	3
CMAT 523	Complex Variables I	3	CMAT 524	Complex Variables II	3
CMAT 527	Topology I	3	CMAT 528	Topology II	3
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>9</b>
Year Two					
	Fall Semester	Cr		Spring Semester	Cr
CMAT 525	Abstract Algebra I	3	CMAT 526	Abstract Algebra II	3
CMAT 675 <b>or</b> CMAT XXX	Thesis Seminar I <b>or</b> Graduate Elective	3	CMAT 676 <b>or</b> CMAT XXX	Thesis Seminar II <b>or</b> Graduate Elective	3
	<b>TOTAL</b>	<b>6</b>		<b>TOTAL</b>	<b>6</b>

**Applied Mathematics Concentration (30 Credits)**

Year One					
	Fall Semester	Cr		Spring Semester	Cr
CMAT 521	Real Analysis I	3	CMAT 522	Real Analysis II	3
CMAT 523	Complex Variables I	3	CMAT 524	Complex Variables II	3
CMAT 541	Applied Mathematics I	3	CMAT 542	Applied Mathematics II	3
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>9</b>
Year Two					
	Fall Semester	Cr		Spring Semester	Cr
CMAT 527	Topology I	3	CMAT XXX	Graduate Elective in Mathematics	3
CMAT 675 <b>or</b> CMAT XXX	Thesis Seminar I <b>or</b> Graduate Elective	3	CMAT 676 <b>or</b> CMAT 651	Thesis Seminar II <b>or</b> Graduate Elective	3
	<b>TOTAL</b>	<b>6</b>		<b>TOTAL</b>	<b>6</b>

**DEPARTMENT OF PHYSICS**  
**McPheeters-Dennis Hall, Room 102**  
**Telephone: (404) 880-8797**

### **Program Description**

The Department of Physics prepares graduate students with the skills and experience to perform scientific research in physics with emphasis on the practical applications of theoretical and fundamental physical concepts and experimental studies of the current technological and environmental problems.

The Department offers the **Master of Science Degree in Physics** with concentrations in **Pure Physics or Applied Physics**. The graduate program curriculum focuses on theoretical basis of classical and modern physics that explains the nature and behavior of matter and energy, and the formulation and testing of the laws governing the behavior of the matter-energy continuum that solidify students' command of the concepts and methods of the discipline through coursework and research. The program courses are designed to strengthen and extend a solid background in the fundamentals of scientific thinking and techniques of the theoretical foundation of physics and to introduce to areas of current research in the field and an opportunity for in-depth investigations. The coursework instruction includes modern physics, electricity and magnetism, thermodynamics, mechanics, wave properties, nuclear processes, relativity and quantum theory, quantitative methods, and laboratory methods. The concentration in Applied Physics equips graduates with tools and techniques for analyzing and solving applied problems arising in government and private industry. The two concentrations differ in the choice of elective courses and topic of thesis research or non-thesis research.

Students in this program have opportunities to conduct forefront research working closely with the department faculty complemented by formal coursework, to gain research experience and a deep scientific study of the field. Physics majors are prepared for advanced graduate work and to become the next generation of leading teachers, scholars, researchers and professionals in the fields of fundamental and applied physics, and practice in branches of engineering.

### **Mission**

The mission of the Department of Physics is to prepare students in the theories and experimentation of physical, computational and mathematical sciences through hands-on training and skill-building opportunities for careers in research and technology and entry into advanced degree programs.

### **Vision**

The vision of the Department of Physics to be a recognized force in the Physics community world-wide by training a diverse body of students through an innovative and research-oriented environment to become competent professionals in Physical sciences and related technological areas.

### **Program of Study**

Master of Science Degree in Physics (30 Credits)

- Pure Physics Concentration
- Applied Physics Concentration

### **Program Objectives**

1. Discuss fundamental and advanced theoretical principles of physics and analytical, computational, and mathematical concepts to conduct in-depth research in the field.
2. Prepare students to develop mathematical models of the physical processes to analyze practical problems using critical thinking and reasoning skills.
3. Engage students in laboratory setting to conduct scientific experiments and use data analysis.
4. Train students to apply mathematical and computational skills required for professional work in the fields of science and technology.
5. Prepare students for advanced graduate studies, or careers in industry, government, or education in fields related to mathematics.

### **Student Learning Outcomes**

Students pursuing the **Master of Science Degree in Physics** will be able to:

1. Demonstrate knowledge of quantitative methods appropriate for core area courses in Mathematical Methods, Quantum Mechanics, Electrodynamics, Thermodynamics, and Classical Mechanics.
2. Integrate physical concepts for the analysis of complex problems cutting across multidisciplinary STEM areas.
3. Analyze and model physical systems by utilizing mathematical approximations and models.
4. Communicate orally and in writing by making appropriate use of current presentation technology.

### **Admissions Requirements**

In addition to the General Admissions Requirements as published in this Catalog, applicants to the **Master of Science Degree in Physics** with concentrations in **Pure Physics or Applied Physics** must fulfill the following:

1. Bachelor of Arts or Bachelor of Science degree with a major in one of the physical sciences.
2. Completion of undergraduate courses in General Physics, Mechanics, Electricity and Magnetism, Optics, Modern Physics/Quantum Mechanics, Differential and Integral Calculus, and Differential Equations.

### **Degree Requirements**

In addition to the General Degree Requirements as published in this Catalog, students must complete the following course requirements:

#### **I. Core Courses: 21 Credits**

CPHY 501, Classical Mechanics (3)  
CPHY 503, Electrodynamics (3)  
CPHY 515, Quantum Mechanics I (3)  
CPHY 516, Quantum Mechanics II (3)  
CPHY 520, Thermodynamics and Statistical Mechanics (3)  
CPHY 531, Mathematical Methods I (3)  
CPHY 532, Mathematical Methods II (3)

#### **Elective Courses: 3 Credits for Thesis and 6 credits for Non-Thesis Research**

CXXX XXX, Graduate Elective (3)\*  
CXXX XXX, Graduate Elective (3)\*

#### **Graduate Electives**

CPHY 504      Modern Optics  
CPHY 540      Solid State Physics  
CPHY 545      Atomic and Nuclear Physics  
CPHY 550      Physics of Fluids

CPHY 565	Physics of Surfaces
CPHY 570	Radiation Physics
CPHY 585	Applied Quantum Mechanics I
CPHY 586	Applied Quantum Mechanics II
CPHY 604	Thesis Research or Non-Thesis Research Project Consultation
CPHY 605	Optical Fiber Measurements I
CPHY 606	Modern Optical Measurements II
CPHY 607	Advanced Optics
CPHY 610	Philosophy of Science
CPHY 615	Special Topics in Physics

**\*Students may elect graduate elective courses in Chemistry, Computer Science, or Mathematical Sciences.**

**Research Seminars: 0 Credits**

CPHY 601, Departmental Seminar I (0)

CPHY 602, Departmental Seminar II (0)

**II. Thesis Research or Non-Thesis Research: 6 Credits\***

CPHY 603, Thesis Research (1-6) **or** Non-Thesis Research (1-6)

**\*Pure Physics or Applied Physics Concentration**

**Plan of Study for Master of Science Degree in Physics (30/33 Credits)  
Pure Physics or Applied Physics Concentrations**

Year One					
	Fall Semester	Cr		Spring Semester	Cr
CPHY 501	Classical Mechanics	3	CPHY 503	Electrodynamics	3
CPHY 515	Quantum Mechanics I	3	CPHY 516	Quantum Mechanics II	3
CPHY 531	Mathematical Methods I	3	CPHY 532	Mathematical Methods II	3
CPHY 601	Departmental Seminar I	0	CPHY 602	Departmental Seminar II	0
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>9</b>
Year Two					
	Fall Semester	Cr		Spring Semester	Cr
CPHY 520	Thermodynamics and Statistical Mechanics	3	CPHY XXX	Graduate Elective	3
CPHY 601	Departmental Seminar I	0	CPHY 602	Departmental Seminar II	0
CPHY 603 <b>or</b> CPHY 604	Thesis Research <b>or</b> Non-Thesis Research	3	CPHY 603	Thesis Research <b>or</b> Non-Thesis Research	3
CPHY XXX CXXX XXX	Graduate Elective Graduate Elective				
	<b>TOTAL</b>	<b>6</b>		<b>TOTAL</b>	<b>6</b>

## DIVISION OF SOCIAL SCIENCES

### Overview

The Division of Social Sciences comprises the disciplines concerned with the forces, which mold society and provide insight into the roles which individuals, groups, and institutions play in the development of political and social life. Courses offered in the Division provide understanding of historical, political, and sociological factors that impact societal growth and change. Students in the social sciences learn to examine these factors critically and scientifically. The programs in social sciences prepare students for further graduate studies, academic positions or careers in law, urban planning, government service, social work, and research.

The Division of Social Sciences at Clark Atlanta University offers graduate degree programs in the Criminal Justice, Political Science, Public Administration, and Sociology. Each discipline in the social sciences focuses on specific problems and teaches a systematic method of analyzing them. Faculty members in the Division place particular emphasis on helping students to strengthen academic skills while mastering the techniques of research and other field activities.

### DEPARTMENT OF SOCIOLOGY AND CRIMINAL JUSTICE

**Thomas W. Cole, Jr., Research Center for Science and Technology, Room 2003**

**Telephone: (404) 880-6659**

### Overview

The Department of Sociology and Criminal Justice was formed in 2001 by consolidating the W. E. B. DuBois Department of Sociology and the Department of Criminal Justice. The Department currently offers the **Master of Arts Degree in Sociology** and **Master of Arts Degree in Criminal Justice**. These degree programs use an interdisciplinary approach to the study of social, legal, organizational, and behavioral frameworks. A combination of traditional and non-traditional courses with supervised qualitative and quantitative research and fieldwork provides students with a comprehensive educational experience. Graduates of these degree programs are represented both at the national and international levels in teaching as well as practitioner positions. Graduates also hold executive positions in law enforcement agencies and in social services organizations.

The Department is committed to locating and recruiting those students interested in sociology and criminal justice regardless of their previous academic training – social science, engineering, police science, sociology and criminology. In every area of sociology and criminal justice, there is a need for students who are committed to making positive social changes within African American society and society in general.

The Department is also committed to providing graduate students with the knowledge, academic skills, and values that are essential to becoming successful and responsible practitioners and leaders in the criminal justice system and related areas. Both sociology and criminal justice prepare students to be useful, productive, and knowledgeable citizens in an increasingly complex society.

### Mission

The mission of the Department of Sociology and Criminal Justice is to prepare students with knowledge, skills, and values to become proficient in the use of major theoretical and practical perspectives on society in general, and the criminal justice system in particular, that positively impact global issues.



## **Vision**

The vision of the Department of Sociology and Criminal Justice is to train students with cutting-edge innovative social and protective programs of study that resolve societal problems and garner graduates with academic achievement to successfully compete and serve globally.

## **Programs of Study**

Master of Arts Degree in Sociology (30 Credits)

Master of Arts Degree in Criminal Justice (36 Credits)

### **Master of Arts Degree in Sociology (30 Credits)**

#### **Program Overview**

Building on the tradition of W. E. B. DuBois, the **Master of Arts Degree in Sociology** offers students research experiences for furthering their education through doctoral programs and for preparation to pursue research.

#### **Admissions Requirements**

In addition to the General Admissions Requirements as published in this Catalog, applicants are admitted to the **Master of Arts Degree in Sociology** whose previous academic preparation shows promise of the ability to successfully complete graduate level education in sociology. Applicants should have a broad-based background in the social and behavioral sciences or related areas. GRE required.

#### **Program Objectives**

1. Present theories, concepts, substantive problems, and methodologies related to sociological practice.
2. Introduce sociological factors that impact societal growth and change among different cultures and their institutional and individual manifestations.
3. Prepare students to advocate diversity of viewpoints, interpretations, and perceptions of reality on society in general.
4. Prepare students to engage in research-based inquiry and create new knowledge about social reality.
5. Prepare students for advanced studies, research experiences, and careers in the social and behavioral sciences or related areas.

#### **Student Learning Outcomes**

Students pursuing the **Master of Arts Degree in Sociology** will:

1. Apply theoretical principles and practices of sociological concepts to solve social and behavioral issues or problems.
2. Apply sociological perspectives on human conditions to conduct research-based scientific inquiry.
3. Examine current events and explain the significance of these events as an individual, a member of social groups, and a member of specific societies.
4. Communicate sociological perspectives and ideals in oral and written format through the use of current technology to diverse audiences.

## **Degree Requirements**

In addition to the General Degree Requirements as published in this Catalog, students pursuing the **Master of Arts Degree in Sociology** must complete the following requirements:

**I. Core Courses: 18 Credits**

CSCJ 501, Sociological Theory (3)  
CSCJ 502, Criminological Theory (3)  
CSCJ 503, Research Methods I (3)  
CSCJ 504, Research Methods II (3)  
CSCJ 505, Statistics I (3)  
CSCJ 603, Statistics II (3)

**Elective Courses: 9 Credits (approved from the following list)**

CSCJ 520, Urban Society and Culture (3)  
CSCJ 521, Population and Society (3)  
CSCJ 526, Selected Topics Seminar in Sociology and Criminal Justice (3)  
CSCJ 531, Social Psychology (3)  
CSCJ 553, Criminology and the Criminal Justice System (3)  
CSCJ 555, Medical Sociology (3)  
CSCJ 559, Deviant Behavior (3)  
CSCJ 562, Social Stratification (3)  
CSCJ 579, Race and Ethnic Relations (3)  
CSCJ 590, Special Topics (3)  
CSCJ 5XX, Other Approved Elective at 500 or higher course level (3)+

**II. Thesis Research or Practicum: 3 Credits**

Students must complete a thesis based on a topic approved by the department chair and faculty **or** a practicum with an approved agency/organization including a minimum of 480 contact hours.

CSCJ 805, Thesis Research (3)

**or**

CSCJ 519, Practicum (3)\*

**\*CSCJ 519: Practicum must be with an approved social services or criminal justice agency, or with an approved education and/or research organization. A minimum of 480 contact hours and a paper on the practicum experience is required. See the graduate program coordinator for details.**

**III. Qualifying Examinations**

Students must complete written and/or oral examinations. Students are permitted a **maximum of three (3)** attempts to pass the examinations.

**IV. Final Examination**

An oral examination covering the student's Thesis Research or Practicum experience.

### Plans of Study for Master of Arts Degree in Sociology (30 Credits)

Year One					
	Fall Semester	Cr		Spring Semester	Cr
CSCJ 501	Sociological Theories	3	CSCJ 502	Criminological Theories	3
CSCJ 503	Research Methods I	3	CSCJ 504	Research Methods II	3
CSCJ 505	Statistics I	3	CSCJ 603	Statistics II	3
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>9</b>
Year Two					
	Fall Semester	Cr		Spring Semester	Cr
CSCJ 5XX+	Elective in Sociology	3	CSJ805 or CSCJ 519	Thesis Research <i>or</i> Practicum	3
CSCJ 5XX+	Elective in Sociology	3			
CSCJ 5XX+	Elective in Sociology	3			
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>3</b>
<b>+Must be at 500 or higher course level</b>					

### Practicum

The practicum provides opportunities for students to gain practical experience in social service or criminal justice agencies and utilize knowledge from the classroom. In this sense, the practicum bridges theory with practice. The department strives to meet the needs of students by placing them in their choice positions at the federal, state, or county levels as well as with certain private agencies and organizations.

### Graduate Assistantships

A limited number of graduate assistantships through the department are available on a competitive basis for students in Academic Good Standing and provide opportunities in research and professional assignments. Individual faculty members may have graduate assistantships through funded research grants. For details please contact the graduate program coordinator.

### Master of Arts Degree in Criminal Justice (36 Credits)

#### Program Overview

The **Master of Arts Degree in Criminal Justice** program offers a study of crime and the administration of criminal justice systems. Emphasis is placed on the development of professional skills required for positions of responsibility and leadership in criminal justice service. The Program offers courses with supervised field work for a well-rounded and comprehensive educational experience.

#### Admissions Requirements

Applicants seeking admission to the **Master of Arts Degree in Criminal Justice** must meet the General Admissions Requirements as published in this Catalog. Applicants should have a broad-based background in the social and behavioral sciences or related areas.

#### Program Objectives

1. Provide an in-depth introduction to advanced, concepts and practices of criminology and the criminal justice system.
2. Prepare students to apply research techniques and statistical methodology to policy issues in the criminal justice agency setting.

3. Provide students practical skills for organizational, managerial, and supervisory levels applicable to criminal justice agencies.
4. Train students to identify, analyze, and solve problems at the organizational, inter-organizational, or community levels.
5. Prepare students for advanced studies, research experiences, and careers in criminal justice, criminology or related fields.

### **Student Learning Outcomes**

Students pursuing the **Master of Arts Degree in Criminal Justice** will:

1. Articulate key concepts and theories in criminology and criminal justice.
2. Explain causes of crime and delinquency utilizing major concepts, case law, theoretical perspectives, empirical findings and basic structures of law enforcement, the criminal court system, and corrections.
3. Conduct sound scientific research on issues related to the criminal justice system and criminology.
4. Interpret and explain interdisciplinary nature of criminal justice and ethical issues in law enforcement, courts, and corrections.
5. Communicate effectively, in oral and written formats, current events and developments in the criminal justice system through the use of modern technology to diverse audiences.

### **Degree Requirements**

In addition to the General Degree Requirements as published in this catalog, students pursuing the **Master of Arts Degree in Criminal Justice** must complete the following requirements:

#### **I. Core Courses: (27 Credits)**

CSCJ 501, Sociological Theory (3)  
 CSCJ 502, Criminological Theory (3)  
 CSCJ 503, Research Methods I (3)  
 CSCJ 505, Statistics I (3)  
 CSCJ 514, Law Enforcement Administration (3)  
 CSCJ 516, Judiciary System: Court System (3)  
 CSCJ 517, The Correctional System (3)  
 CSCJ 518, Delinquency and Juvenile Justice System (3)  
 CSCJ 603, Statistics II (3)

#### **Elective Courses: (6 Credits)**

CSCJ 520, Urban Society and Culture (3)  
 CSCJ 526, Selected Topics Seminar in Sociology and Criminal Justice (3)  
 CSCJ 531, Social Psychology (3)  
 CSCJ 559, Deviant Behavior (3)  
 CSCJ 562, Social Stratification (3)  
 CSCJ 571, International Criminality, National Security, and Terrorism (3)  
 CSCJ 579, Culture and Ethnic Relations (3)  
 CSCJ 582, Comparative Criminal Justice Systems (3)  
 CSCJ 5XX, Other Approved Elective at 500 or higher course level (3)+

## II. Thesis Research or Practicum: (3 Credits)

CSCJ 805, Thesis Research (3)

*or*

CSCJ 519, Practicum (3)\*

**\*The Practicum must be with an approved criminal justice agency and for a minimum of 480 contact hours. See the graduate program coordinator for details.**

## III. Qualifying Examinations

Students must pass a written Qualifying Examination in Criminal Justice Theory and Research Methods. Students are permitted a maximum of three (3) attempts to pass. To be eligible for the Qualifying Examination, students must have completed a minimum of twenty-seven (27) graduate credits including the following courses:

CSCJ 501, Sociological Theory (3)

CSCJ 502, Criminological Theory (3)

CSCJ 503, Research Methods I (3)

CSCJ 505, Statistics I (3)

CSCJ 518, Delinquency and Juvenile Justice System (3)

## VI. Final Examination

An oral examination covering the student's Thesis Research or Practicum experience.

### Plan of Study for Master of Arts Degree in Criminal Justice (36 Credits)

Year One					
	Fall Semester	Cr		Spring Semester	Cr
CSCJ 501	Sociological Theories	3	CSCJ 502	Criminological Theories	3
CSCJ 503	Research Methods I	3	CSCJ 518	Delinquency & Juvenile Justice	3
CSCJ 505	Statistics I	3	CSCJ 603	Statistics II	3
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>9</b>
Year Two					
	Fall Semester	Cr		Spring Semester	Cr
CSCJ 514	Law Enforcement Adm.	3	CSCJ 5XX+	Elective in Criminal Justice	3
CSCJ 516	Judicial Process: Court Systems	3	CSCJ 5XX+	Elective in Criminal Justice	3
CSCJ 517	Correctional Systems	3	CSCJ 805 <i>or</i> CSCJ 519	Thesis Research <i>or</i> Practicum	3
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>9</b>
<b>+Must be at 500 or higher course level</b>					

**Practicum**

Students who elect to do the practicum must first complete at least twenty-eight (28) credits of coursework before beginning this field experience. The practicum provides opportunities for students to gain practical experience in the criminal justice system thereby bridging classroom learning with the actual field setting. The department strives to meet the needs of students by placing them in their choice positions at the federal, state, and county levels as well as with some private agencies.

**Graduate Assistantships**

A limited number of graduate assistantships through the department are available on a competitive basis for students in Academic Good Standing and provide opportunities in research and professional assignments. Individual faculty members may also have graduate assistantships through funded research grants. For details please contact the graduate program coordinator.

## **DEPARTMENT OF POLITICAL SCIENCE**

Knowles Hall, Third Floor

Telephone: (404) 880-8718

### **Overview**

The Clark Atlanta University Department of Political Science offers both the Master of Arts and Doctor of Philosophy degrees, the only private HBCU to do so. Over the years, the Department has been among the leading producers of African American political scientists both female and male, and can count among its graduates four college and university presidents, foreign diplomats, heads of international NGOs, and renowned scholars. Also, the department has produced scholars of African, Caribbean, Asian, and European origin, who are working in institutions all over the world.

The Department's faculty teaches and conducts research on a wide variety of topics: urban politics, public policy, elections and voting behavior, environmental justice, women in development, African politics, Caribbean and Latin American politics, Pan- Africanism, conflict and conflict resolution, democratization, religion and politics, and U.S. foreign policy.

Our graduate curriculum begins with facts and knowledge of the political experience of black people in the U.S., the plight of marginalized and oppressed people; we seek a thorough understanding of global political experiences. The contradictions of the U.S. and other political-economic systems are analyzed from an interdisciplinary perspective that promotes deepened theoretical understandings, a search for alternatives, and positive social changes. Utilizing a scholar-activist paradigm, the department seeks to carry out its program through a pattern of human relationships which stress openness, honesty, and a cooperative spirit.

### **Mission**

In harmony with university goals, the mission of the Department of Political Science is to intertwine rigorous academic study, community involvement, and a progressive global vision through innovative education in political science at both the undergraduate and graduate levels. We cater to a student body that is predominantly African American, but which also includes a significant percentage of international students from Africa, Asia, the Caribbean, the Americas, and Europe.

Central to its mission, the Department continues to play a leading role in producing graduates holding B.A., M.A. and Ph.D. degrees in political science. Our graduates teach and work all around the world. The Department of Political Science is one of only two such departments in Historically Black Colleges and Universities (HBCUs) offering the doctorate degree in political science.

### **Vision**

The vision of the Department of Political Science is to be the major center for black political scholarship in the United States and to become a center of political understanding for change for the disadvantaged of the world.



## Programs of Study

Master of Arts Degree in Political Science (30 Credits)

Doctor of Philosophy Degree in Political Science (72 Credits)

### Master of Arts Degree in Political Science (30 Credits)

#### Program Overview

For the M.A. degree in political science, the Department requires a minimum of twenty-four (24) graduate hours, attendance at the weekly Departmental Seminar and a thesis. A final oral examination of the thesis and courses taken by the student is required. Blacks and the American Political System, Scope and Methods of Political Inquiry courses are required of all students pursuing the Master of Arts degree in Political Science. Students will select other courses according to their research interests.

#### Admissions Requirements

In addition to the General Admissions Requirements as published in this Catalog, applicants to the **Master of Arts Degree in Political Science** must have been awarded a Bachelor's degree with a major in Political Science from a regionally accredited four-year college or university with a minimum cumulative grade point average of 3.0. Consideration may be given to other applicants whose academic preparation in related social sciences suggests that they are capable of successfully pursuing the **Master of Arts Degree in Political Science**. The Graduate Records Examination (GRE) is required.

#### Program Objectives

1. Present major theories, concepts, systems, and methodologies used in the study of politics and international relations.
2. Discuss the foundations, institutions, processes and values that shape politics within and among states and the world and emphasize the importance of political engagement.
3. Prepare students to explore issues or problems in national and global political systems.
4. Apply key analytic and theoretical frameworks to subfields of political science to formulate hypotheses, research questions and evaluate arguments based on these frameworks.
5. Prepare students for advanced studies and careers in political science or related fields.

#### Student Learning Outcomes

Students pursuing the **Master of Arts Degree in Political Science** will:

1. Identify and analyze the structure and operation of the U.S. and other political systems.
2. Construct and evaluate analytical and logical arguments in national and global politics.
3. Communicate effectively in oral and written formats issues on political systems to diverse audiences.
4. Explore the theoretical and practical values of national and international political systems, political engagement, and global citizenship.
5. Identify and gather information from credible primary and secondary sources to conduct qualitative and/or quantitative research.

#### Degree Requirements

In addition to the General Degree Requirements as published in this Catalog, students pursuing the **Master of Arts Degree in Political Science** must complete a minimum of thirty (30) graduate credits of coursework including six (6) graduate credits in Thesis Research.

**I. Required Courses: 6 Credits**

CPSC 500, Departmental Seminar (0)

CPSC 553, Blacks and the American Political System (3)

CPSC 602, Scope and Methods of Political Inquiry (3)

**Electives in Political Science: 18 Credits**

Students may choose courses from the following subfields:

**African Politics**

CPSC 572, International Relations of African States (3)

CPSC 590, African Political Institutions (3)

CPSC 591, Government and Politics of Modern Africa (3)

CPSC 595, Seminar in African Politics (3)

CPSC 596, Politics in Southern Africa (3)

CPSC 598, African Political Economy (3)

CPSC 599, Social Cleavages and Political Conflict in Africa (3)

**Comparative Politics**

CPSC 529, Comparative Political Systems (3)

CPSC 530, Government and Politics of Latin America (3)

CPSC 531, Politics in Developing States (3)

CPSC 532, Political Institutions of China (3)

CPSC 534, Comparative European Government (3)

CPSC 535, The Politics of Revolutionary Change (3)

CPSC 536, Comparative Political Parties (3)

CPSC 537, Government and Politics of the Caribbean (3)

CPSC 538, Seminar on Asian Politics (3)

CPSC 539, Third-World Women and Development (3)

CPSC 540, The Politics of the Multinational Corporation (3)

CPSC 541, Politics and Education (3)

CPSC 542, Seminar on Comparative Politics (3)

**International Politics**

CPSC 533, Chinese Foreign Policy (3)

CPSC 570, International Relations (3)

CPSC 571, Japanese Politics and Foreign Policy (3)

CPSC 573, United States Foreign Policy (3)

CPSC 574, Third-World Nations and International Politics (3)

CPSC 575, European Foreign Policies (3)

CPSC 576, Military Power in International Relations (3)

CPSC 577, International Organizations (3)

CPSC 578, Colloquium on International Politics of Asia (3)

CPSC 579, Politics of International Trade (3)

**Theory and Methodology**

CPSC 543, Political Theory (3)

CPSC 560, African-American Political Thought (3)

CPSC 600, African Political Ideas (3)  
CPSC 601, Philosophy of Science (3)  
CPSC 603, European Political Philosophy (3)  
CPSC 605, Seminar in Political Theory (3)  
CPSC 606, Feminist Theory (3)  
CPSC 608, Problems in Political Science Research (3)  
CPSC 609, American Political Thought (3)

#### **US Government and Politics**

CPSC 502, Government and Business (3)  
CPSC 503, Public Opinion and Propaganda (3)  
CPSC 504, Techniques of Political Control (3)  
CPSC 505, Political Parties (3)  
CPSC 506, Black Political Parties (3)  
CPSC 507, Politics of Rural United States (3)  
CPSC 508, Seminar in Southern Politics (3)  
CPSC 509, The United States Presidency (3)  
CPSC 510, The Congressional Process (3)  
CPSC 511, American Federalism (3)  
CPSC 513, American Political Process (3)  
CPSC 514, Seminar in Judicial Process (3)  
CPSC 515, Legislative Process (3)  
CPSC 516, Seminar/Internship on the Georgia Assembly (3)  
CPSC 517, Women in Politics Seminar (3)  
CPSC 548, US Constitutional Law (3)  
CPSC 550, The Judicial Process (3)  
CPSC 551, The Constitution and Civil Liberties (3)  
CPSC 552, Seminar in US Government and Politics (3)  
CPSC 554, State and Local Politics (3)

#### **Urban Politics**

CPSC 512, Black City Politics (3)  
CPSC 518, Seminar in Urban Problems (3)  
CPSC 519, Urban Politics (3)  
CPSC 520, Politics of Public Finance (3)  
CPSC 522, Urban Political Movements (3)  
CPSC 523, Atlanta City Politics (3)  
CPSC 525, Political Demography and Urban Change (3)  
CPSC 526, Approaches to the Study of Urban Politics (3)  
CPSC 640, Independent Research (3)

## **II. Departmental Seminar**

The Department of Political Science Graduate Seminar is a long-standing tradition that is central to the vision and mission of the graduate program. The Departmental Seminar brings together all faculty and students in a mandatory weekly discussion that includes:

- Departmental orientation
- An exchange of ideas and understandings about political theory, praxis, and contemporary issues often with invited guests

- Presentations of faculty and student research
- Student organization meetings

Departmental Seminar attendance is mandatory. Students in the M.A. program are required to attend until the formal acceptance of their thesis proposal. Master's students must attend at the very minimum two (2) full semesters of the Departmental Seminar. Students receiving extended financial support beyond the completion of coursework or the formal acceptance master's thesis proposal may be required to attend additional semesters of the Departmental Seminar.

### III. Research Tool

Candidates for the Master of Arts degree must demonstrate proficiency in the use of one research tool from among the following: a foreign language, statistical analysis, or computer information systems. Each student in consultation with their adviser will decide which research tool will best facilitate their program of study. The research tool is not counted among the total required political science courses (24).

### IV. Master's Thesis: 6 Credits

All students pursuing the **Master of Arts degree in Political Science** must complete a scholarly analysis and presentation of a significant research problem in political science. As a preliminary phase to this process, each candidate must fully constitute a thesis committee and submit and orally defend a thesis proposal that outlines the methodological procedures and theoretical framework that will be employed in completing the proposed research. Students must enroll in at least six (6) hours of thesis research or consultation courses. Six (6) hours thereof will be awarded upon completion of the thesis

CPSC 701, Thesis Consultation (1)\* *or*

CPSC 705, Thesis Research (6)

**\*Students may need to take CPSC701 Thesis Consultation (1 credit) depending on progress toward thesis research.**

### V. Final Examination

An oral examination covering the student's Thesis Research and graduate courses is required.

#### Plan of Study for the Master of Arts Degree in Political Science (30 Credits)

Year One					
	Fall Semester	Cr		Spring Semester	Cr
CPSC 500	Departmental Seminar	0	CPSC 500	Departmental Seminar	
CPSC 553	Blacks and the American Political System	3	CPCS XXX*	Graduate Elective	3
CPSC 602	Scope and Methods of Political Inquiry	3	CPCS XXX*	Graduate Elective	3
CPCS XXX*	Graduate Elective	3	CPCS XXX*	Graduate Elective	3
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>9</b>
Year Two					
	Fall Semester	Cr		Spring Semester	Cr
CPSC 500	Departmental Seminar	0	CPSC 500	Departmental Seminar	0
CPCS XXX*	Graduate Elective	3	CPCS XXX*	Graduate Elective	3
CPSC 701** <i>or</i> Thesis Consultation <i>or</i> Thesis Research		1-3	CPSC 701** <i>or</i> CPSC 705	Thesis Consultation <i>or</i> Thesis Research	1-3
CPSC 705					
	<b>TOTAL</b>	<b>6</b>		<b>TOTAL</b>	<b>6</b>
*All electives must be at graduate level and in Political Science.					
**Students may need to take CPSC701 Thesis Consultation (1 credit) depending on progress toward thesis research					

## **Doctor of Philosophy Degree in Political Science (72 Credits)**

### **Program Overview**

For the Doctor of Philosophy (Ph.D.) degree in political science, the Department requires a minimum of thirty (30) graduate hours of course work beyond the Master's degree. Twelve (12) hours are awarded upon completion of the dissertation. The minimum credit hours requirement for the Ph.D. is forty-two (42) hours beyond the Master's. Blacks and the American Political System, Scope and Methods of Political Inquiry, and Government and Politics of Modern Africa courses are required of all students pursuing the Doctoral degree in Political Science. If any of these courses have been taken in our M.A. program they need not be repeated but the minimum number of credit hours must be satisfied with elective courses.

### **Admissions Requirements**

In addition to the General Admissions Requirements as published in this Catalog, applicants to the **Doctor of Philosophy Degree in Political Science** should have been awarded a **Master of Arts Degree in Political Science** from a regionally accredited college or university. Consideration may be given to other applicants who have earned a master's degree in one of the social sciences related disciplines. In such cases, students should expect to be admitted conditionally and will normally be required to take additional credits beyond the minimum to complete degree requirements. Graduate Records Examination (GRE) required.

### **Program Objectives**

1. Introduce students to theoretical, analytic, and substantive approaches to public policy analysis and administration.
2. Prepare students to design and conduct original high-quality research in Political Science
3. Prepare students with skills necessary to communicate, in written and oral formats, significant issues, scholarly works and practices in Political Science to multiple audiences.
4. Train students to teach political science at the postsecondary level.
5. Prepare students for careers in political science or related fields.

### **Student Learning Outcomes**

Students pursuing the **Doctor of Philosophy Degree in Political Science** will:

1. Apply theoretical and literary concepts and analytical approaches to public policy analysis and administration.
2. Review, evaluate and communicate, in written and oral formats, major issues, scholarly debates, and practices in subfields related to Political Science.
3. Utilize methodological skills to design and conduct original scholarly research in the field of Political Science.
4. Synthesize large quantities of information and rigorously evaluate the merits of competing theoretical and empirical arguments.

### **Degree Requirements**

In addition to the General Degree Requirements as published in this Catalog, students pursuing the **Doctor of Philosophy Degree in Political Science** must complete the following requirements. Doctoral students must complete a minimum of forty-eight (48) graduate credits in residence.

#### **I. Required Courses: 9 Credits**

Before being admitted to candidacy, all students must complete the following courses with minimum final grades of "B":

CPSC 500, Departmental Seminar (0)  
CPSC 553, Blacks and the American Political System (3)  
CPSC 591, Government and Politics of Modern Africa (3)  
CPSC 602, Scope and Method of Political Inquiry (3)

**Electives in Political Science: 51 Credits**

Students may choose courses from the following subfields:

**African Politics**

CPSC 572, International Relations of African States (3)  
CPSC 590, African Political Institutions (3)  
CPSC 595, Seminar in African Politics (3)  
CPSC 596, Politics in Southern Africa (3)  
CPSC 598, African Political Economy (3)  
CPSC 599, Social Cleavages and Political Conflict in Africa (3)

**Comparative Politics**

CPSC 529, Comparative Political Systems (3)  
CPSC 530, Government and Politics of Latin America (3)  
CPSC 531, Politics in Developing States (3)  
CPSC 532, Political Institutions of China (3)  
CPSC 534, Comparative European Government (3)  
CPSC 535, The Politics of Revolutionary Change (3)  
CPSC 536, Comparative Political Parties (3)  
CPSC 537, Government and Politics of the Caribbean (3)  
CPSC 538, Seminar on Asian Politics (3)  
CPSC 539, Third World Women and Development (3)  
CPSC 540, The Politics of the Multinational Corporation (3)  
CPSC 541, Politics and Education (3)  
CPSC 542, Seminar on Comparative Politics (3)

**International Politics**

CPSC 533, Chinese Foreign Policy (3)  
CPSC 570, International Relations (3)  
CPSC 571, Japanese Politics and Foreign Policy (3)  
CPSC 573, United States Foreign Policy (3)  
CPSC 574, Third World Nations and International Politics (3)  
CPSC 575, European Foreign Policies (3)  
CPSC 576, Military Power in International Relations (3)  
CPSC 577, International Organizations (3)  
CPSC 578, Colloquium on International Politics of Asia (3)  
CPSC 579, Politics of International Trade (3)

**Theory and Methodology**

CPSC 543, Political Theory (3)  
CPSC 560, African-American Political Thought (3)  
CPSC 600, African Political Ideas (3)  
CPSC 601, Philosophy of Science (3)  
CPSC 603, European Political Philosophy (3)  
CPSC 605, Seminar in Political Theory (3)  
CPSC 606, Feminist Theory (3)  
CPSC 608, Problems in Political Science Research (3)  
CPSC 609, American Political Thought (3)

**US Government and Politics**

CPSC 502, Government and Business (3)  
CPSC 503, Public Opinion and Propaganda (3)  
CPSC 504, Techniques of Political Control (3)  
CPSC 505, Political Parties (3)  
CPSC 506, Black Political Parties (3)  
CPSC 507, Politics of Rural United States (3)  
CPSC 508, Seminar in Southern Politics (3)  
CPSC 509, The United States Presidency (3)  
CPSC 510, The Congressional Process (3)  
CPSC 511, American Federalism (3)  
CPSC 513, American Political Process (3)  
CPSC 514, Seminar in Judicial Process (3)  
CPSC 515, Legislative Process (3)  
CPSC 516, Seminar/Internship on the Georgia Assembly (3)  
CPSC 517, Women in Politics Seminar (3)  
CPSC 548, US Constitutional Law (3)  
CPSC 550, The Judicial Process (3)  
CPSC 551, The Constitution and Civil Liberties (3)  
CPSC 552, Seminar in US Government and Politics (3)  
CPSC 554, State and Local Politics (3)

**Urban Politics**

CPSC 512, Black City Politics (3)  
CPSC 518, Seminar in Urban Problems (3)  
CPSC 519, Urban Politics (3)  
CPSC 520, Politics of Public Finance (3)  
CPSC 522, Urban Political Movements (3)  
CPSC 523, Atlanta City Politics (3)  
CPSC 525, Political Demography and Urban Change (3)  
CPSC 526, Approaches to the Study of Urban Politics (3)  
CPSC 640, Independent Research (3)



## **II. Departmental Seminar**

The Department of Political Science Graduate Seminar is a long-standing tradition that is central to the vision and mission of the graduate program. The Departmental Seminar brings together all faculty and students in a mandatory weekly discussion that includes:

- Departmental orientation
- An exchange of ideas and understandings about political theory, praxis, and contemporary issues often with invited guests
- Presentations of faculty and student research
- Student organization meetings

Departmental Seminar attendance is mandatory. Students in the Ph.D. program are required to attend until the successful completion of the comprehensive examination. Doctoral students must attend at the very minimum, three (3) full semesters of the Departmental Seminar. Students receiving extended financial support beyond the completion of coursework or the comprehensive examination may be required to attend additional semesters of the Departmental Seminar.

## **III. Research Tools**

Candidates for the Ph.D. degree must demonstrate proficiency in the use of two research tools from among the following: a foreign language, statistical analysis, or computer information systems. Each student, through consultation with their adviser, will decide which research tools best align with their program of study.

## **III. Comprehensive Examination**

Students seeking the **Doctor of Philosophy Degree in Political Science** must pass a comprehensive Examination prior to admission to candidacy. The comprehensive Examination includes four (4) written examinations in subfields of each candidate's choice followed by a formal oral examination based upon each candidate's responses to written examination questions. The political science subfields from which students may select to be examined include:

1. African Politics
2. Comparative Politics
3. International Politics
4. Methodology
5. Pan-African Politics
6. Political Economy
7. Political Theory
8. U.S. Government and Politics
9. Urban Politics
10. Women Politics

Students are permitted two (2) attempts to successfully complete the Comprehensive Examination.

## **IV. Dissertation Research: 12 Credits**

CPSC 801, Dissertation Consultation (1)\* *or*

CPSC 805, Dissertation Research (12)

**\*Students may need to take CPSC 801 Dissertation Consultation (1 credit) depending on progress toward dissertation research**

- V. All students pursuing the **Doctor of Philosophy Degree in Political Science** must complete a scholarly analysis and presentation of a significant research problem in political science. As a preliminary phase to this process, each candidate must fully constitute a dissertation committee and submit and orally defend a dissertation proposal that outlines the methodological procedures and theoretical framework that will be employed in completing the proposed research. Students must enroll in at least twelve (12) hours of dissertation research or consultation courses. Twelve (12) hours thereof will be awarded upon completion of the thesis

#### VI. Final Examination

The final examination for **Doctor of Philosophy Degree in Political Science** candidates entails an oral defense of the doctoral dissertation. Members of the candidate's formal dissertation committee, as well as the Chair of the Department of Political Science and interested faculty and students are invited to attend this oral defense.

### Plan of Study for the Doctor of Philosophy Degree in Political Science (72 Credits)

Year One					
	Fall Semester	Cr		Spring Semester	Cr
CPSC 500	Departmental Seminar	0	CPSC 500	Departmental Seminar	0
CPSC 553	Blacks and the American Political System	3	CPCS XXX*	Graduate Elective	3
CPSC 591	Government and Politics of Modern Africa	3	CPCS XXX*	Graduate Elective	3
CPSC 602	Scope and Method of Political Inquiry	3	CPCS XXX*	Graduate Elective	3
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>9</b>
Year Two					
	Fall Semester	Cr		Spring Semester	Cr
CPSC 500	Departmental Seminar	0	CPSC 500	Departmental Seminar	0
CPCS XXX*	Graduate Elective	3	CPCS XXX*	Graduate Elective	3
CPCS XXX*	Graduate Elective	3	CPCS XXX*	Graduate Elective	3
CPCS XXX*	Graduate Elective	3	CPCS XXX*	Graduate Elective	3
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>9</b>
Year Three					
	Fall Semester	Cr		Spring Semester	Cr
CPSC 500	Departmental Seminar	0	CPSC 500	Departmental Seminar	0
CPCS XXX*	Graduate Elective	3	CPCS XXX*	Graduate Elective	3
CPCS XXX*	Graduate Elective	3	CPCS XXX*	Graduate Elective	3
CPCS XXX*	Graduate Elective	3	CPCS XXX*	Graduate Elective	3
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>9</b>
Year Four					
	Fall Semester	Cr		Spring Semester	Cr
CPSC 500	Departmental Seminar	0	CPSC 500	Departmental Seminar	0
CPCS XXX*	Graduate Elective	3	CPCS XXX*	Graduate Elective	3
CPSC 801** or CPSC 805	Dissertation Consultation <i>or</i> Dissertation Research	1-6	CPSC 801** or CPSC 805	Dissertation Consultation <i>or</i> Dissertation Research	1-6
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>9</b>
*All electives must be at graduate level in Political Science.					
**Students may need to take CPSC801 Dissertation Consultation (1 credit) depending on progress toward dissertation research					

## DEPARTMENT OF PUBLIC ADMINISTRATION

Oglethorpe Hall, Second Floor, Room 280

Telephone: (404) 880-6650

### Overview

The **Master of Public Administration Degree** is a professional degree designed to prepare preservice students for positions in the public sector, nonprofit organizations and to improve the managerial capabilities of those individuals already employed in the public service and in nonprofit organizations. The program offers five areas of specialization: *Human Resources Management, International Administration and Development Management, Nonprofit Leadership and Management, and Public Policy*. Students who earn the Master of Public Administration Degree are prepared for careers at all levels of government, in quasi-public agencies, and in nonprofit organizations. Some graduates have pursued careers in teaching.

### Mission

The Mission of the Public Administration Department at Clark Atlanta University is to educate a diverse group of globally minded students in the core areas of the discipline of public administration in order to prepare them for successful careers in leadership and management in the public and non-profit sectors. The program will be grounded in the tenets of professionalism, social equity, diversity and ethics, as essential foundations for the development of well-credentialed and skilled future public administrators.

### Vision

The Clark Atlanta University Public Administration will become the leading Historically Black University and Colleges' (HBCU) program in the United States. It will train and develop national and global public service leaders who will leverage CAU's rich history and experiences in advocating for diversity, social equity and empowerment to make meaningful contributions to national and international public service organizations. The professional program will produce highly credentialed and skilled public managers and entrepreneurs who will address the challenges posed by the new national and global realities of this century.

### Programs of Study

Master of Public Administration

- Pre-Service Program Option (36 Credits)
- In-Service Program Option (30 Credits)

### Program Objectives

Enshrined in the Department's official purpose is its desire to tailor its program to uphold the virtues of the public service, in terms of producing students whose performance would be governed by fundamental public service tenets, in term of efficient and effective delivery of public services, which is undergirded by the values of public trust, honesty, accountability and ethical conduct.

### Student Learning Outcomes

Students pursuing the **Master of Public Administration Degree** will:

1. Apply ethical standards and values in policy management and decision making for public service organizations to include human resources, budgeting and finance, information management, and technology application processes.

2. Utilize quantitative and qualitative techniques of analysis in areas of public administration to formulate, implement, and evaluate policies and programs, make decisions and solve problems. Apply theoretical organizational and management concepts of public policy and organizational environment including political, legal, economic and social institutions and processes to address in written and oral formats.
3. Apply theoretical knowledge, practical skills and professional disposition in a real world setting.

### **Admissions Requirement**

In addition to the General Admission Requirements as published in this catalog, admission to the Department requires a bachelor's degree from an accredited institution with a minimum grade point average (GPA) of 2.50 on a 4.00 scale. When selecting students for admission, the faculty considers academic background, work experience, and potential for successfully completing the requirements of the degree.

### **Degree Requirements**

In addition to the General Degree Requirements as published in this Catalog, students pursuing the Master of Public Administration – Pre-Service Program Option must complete a total of thirty-six (36) graduate credits. This program of study leading to the degree is developed around a group of core courses designed to provide the student with a general background in the field of public administration. The core group of courses consists of twenty-four (24) credits, two specialty or concentration courses consisting of six (6) credits, one elective or internship course based on an 8 week or 300 hour professional internship consisting of three (3) credits, and one Capstone seminar consisting of three (3) credits leading to the completion and defense of an Exit Paper related to the student's concentration: *Human Resources Management, International Administration and Development Management, Nonprofit Leadership and Management, and Public Policy*.

### **Exit Paper**

All pre-service students are required to write an Exit Paper, which focuses on a problem area or issue identified during the internship experience or mentoring program. In-service students who have the internship waived due to previous work experience may select topics within their chosen area of specialization in consultation with their advisors. The Guide for the Preparation of the Exit Paper is available in the Public Administration Department.

The following MPA degree plan is 36 credit hours (pre-service):

### Plan of Study for Master of Public Administration

#### Pre-Service Program Option (36 Credits)

Year One					
	Fall Semester	Credit		Spring Semester	Credit
PAD 501	Public Administration: Survey of the Field	3	PAD 504	Economics for Public Administrators	3
PAD 502	Organizational Theory and Bureaucratic Behavior	3	PAD 508	Information Management Systems for Public Administrators	3
PAD 503	Research Methods & Data Analysis	3	PAD 5XX	Concentration Required Course	3
	<b>Total</b>	<b>9</b>		<b>Total</b>	<b>9</b>
Year Two					
	Fall Semester	Credit		Spring Semester	Credit
PAD 505	Formulation of Public Policy	3	PAD 5XX	Elective Course	3
PAD 506	Human Resources Management	3	PAD 5XX	Concentration Required Course	3
PAD 507	Public Budgeting and Finance	3	PAD 530	Capstone Project Seminar	3
	<b>Total</b>	<b>9</b>		<b>Total</b>	<b>9</b>

### Plan of Study for Master of Public Administration

#### In-Service Program Option 1 (30 Credits)

Year One					
	Fall Semester	Credit		Spring Semester	Credit
PAD 501	Public Administration: Survey of the Field	3	PAD 504	Economics for Public Administrators	3
PAD 502	Organizational Theory and Bureaucratic Behavior	3	PAD 508	Information Management Systems for Public Administrators	3
PAD 503	Research Methods & Data Analysis	3	PAD 5XX	Concentration Required Course	3
	<b>Total</b>	<b>9</b>		<b>Total</b>	<b>9</b>
Year Two					
	Fall Semester	Credit		Spring Semester	Credit
PAD 505	Formulation of Public Policy	3	PAD 5XX	Concentration Required Course	3
PAD 506	Human Resources Management	3	PAD 5XX	Thesis Consultation (Optional 3 credits)	
PAD 507	Public Budgeting and Finance	3			
	<b>Total</b>	<b>9</b>		<b>Total</b>	<b>3</b>

## Plan of Study for Master of Public Administration

### In-Service Program Option 2 (30 Credits)

	<b>Fall Semester</b>	<b>Credit</b>
PAD 501	Public Administration: Survey of the Field	3
PAD 502	Organizational Theory and Bureaucratic Behavior	3
PAD 503	Research Methods & Data Analysis	3
	<b>Spring Semester</b>	<b>Credit</b>
PAD 506	Human Resources Management	3
PAD 508	Information Management Systems for Public Administrators	3
PAD 5XX	Concentration Required Course	3
	<b>Summer Semester</b>	<b>Credit</b>
PAD 504	Economics for Public Administrators	3
PAD 5XX	Concentration Required Course	3
	<b>Fall Semester</b>	<b>Credit</b>
PAD 505	Formulation of Public Policy	3
PAD 507	Public Budgeting and Finance	3
	<b>Total</b>	<b>30</b>

**Master of Public Administration – In-Service Program Option (30 Credits)** Program Overview The Public Administration Department provides a modified program for in-service students or for individuals with significant professional service that reduces the required graduate credits from thirty-six (36) credits to thirty-six (30) credits. Included in the reduced requirements is the elimination of one elective course consisting of three (3) credits, and one Capstone seminar consisting of three (3) credits. An Exit Paper based on a topic related to the in-service student's chosen area of specialization is required. The student's advisor must approve the topic of the Exit Paper.

### **Degree Requirements**

In addition to the General Degree Requirements as published in this Catalog, students pursuing the Master of Public Administration Degree – In-Service Program Option must complete a total of thirty-six (30) graduate credits. This program of study leading to the degree is developed around a group of core courses designed to provide the students with a general background in the field of public administration. The core group of courses consists of twenty-four (24) credits, and two specialty or concentration courses consisting of six (6) credits. Students may elect one of the four areas of specialization: *Human Resources Management, International Administration and Development Management, Nonprofit Leadership and Management, and Public Policy*.

**Exit Paper**

All students are required to write and defend an Exit Paper, which focuses on a problem area or issue identified during the job exposure, or in that specialized area. Students who opt out of the internship or mentoring program due to previous work experience or other conflicts may select topics within their chosen area of specialization in consultation with their advisors. The Guide for the Preparation of the Exit Paper is available in the Department of Public Administration.

**Four Concentrations Are Offered:**

Human Resources Management

International Administration and Development Management

Nonprofit Leadership and Management

Public Policy Analysis



## **School of Business Administration**

**Dr. Silvanus Udoka**  
**Office of the Dean**  
**Wright-Young Hall, Room 326**  
**Telephone: (404) 880-8448**

### **Overview**

The genesis of Business Administration at Clark Atlanta University reaches back through several decades. It was recognized early by school personnel and students that effective instruction in the business areas would be a vital cornerstone for progress of those the institution sought to serve. In 1899, Atlanta University professor W.E.B. DuBois authored the “Negro in Business” which provided an important intellectual contribution to the economic policy discussions of that era. In 1931, the first Bachelor of Arts (BA) degree in Business Administration was offered at the former Clark College, and in 1946 a separate School of Business Administration was established at the former Atlanta University. These two historically black institutions were pioneers in offering business undergraduate and graduate degrees. In those years, about one-fourth of all Masters of Business Administration (MBAs) awarded to black students in the country came from Atlanta University. Meanwhile, the undergraduate program at Clark College continued to grow and soon became the largest department on campus.

Both programs are accredited by the Southern Association of Colleges and Schools Commission on Colleges, and in 1974 the Atlanta University MBA Program was accredited by the American Assembly of Collegiate Schools of Business (AACSB – International). The Atlanta University accreditation was renewed in 1985. In July 1989, the two programs consolidated. In 1995 the undergraduate program received initial accreditation and the graduate program was reaffirmed. The School of Business Administration has been continuously accredited by AACSB – International since 1974.

The mission of the School of Business Administration is to prepare a diverse student population to become managers, entrepreneurs, educators and leaders by providing a quality educational experience grounded in sound and ethical principles that enable graduates to succeed in a complex, dynamic, global environment.

The vision of the School of Business Administration is to be a premier business school for high achieving, critical thinking, entrepreneurial-minded individuals who are prepared to provide innovative solutions to global business challenges.

### **Student Learning Outcomes for the School of Business Administration**

Graduates of the Master’s Degree Programs will be prepared for the following:

1. Leadership – business majors will possess effective interpersonal, analytical and leadership skills, which will result in effective decision-making in a professional business environment.
  - a. Students are able to demonstrate understanding of leadership concepts such as managing conflict, negotiation, leadership styles and theories.

- b. Students are able to recognize internal and external environmental factors as they impact leader behavior.
- 2. Ethics – business majors will possess ethical values and be able to incorporate ethics into effective decision-making.
  - a. Students are able to analyze and assess their personal values and ethical beliefs.
  - b. Students are able to recognize professional ethical practices within their disciplines.
  - c. Students are able to quickly identify various breaches in ethical conduct within their disciplines and know the consequences of such unethical breaches.
- 3. Communication – business majors will be able to give and exchange information within meaningful contexts and with appropriate delivery and interpersonal skills.
  - a. Students are able to produce a quality business document.
  - b. Students are able to deliver a professional presentation.
- 4. Critical Thinking – majors will be able to access information and critically evaluate the information to solve business problems.
  - a. Students are able to identify and consider the influence of the context on the issue.
  - b. Students are able to identify and evaluate conclusions, implications and consequences.
- 5. Fundamental Discipline Knowledge – business majors will understand a variety of business concepts to make effective decisions.
  - a. **Accounting objectives**
    - i. Students are able to understand and articulate the role of accounting in business.
    - ii. Students are able to prepare the four basic financial statements (income statement, statement of owner's equity, balance sheet, and cash flow statement).
    - iii. Students are able to understand the concepts of opportunity costs, sunk costs, committed costs, direct costs, and indirect costs.
  - b. **Economic objectives**
    - i. Students are able to understand the concepts of scarcity, resource allocation and choice.
    - ii. Students are able to understand the fundamental concepts and theories of macroeconomics in understanding the functioning of the U.S. economics system and its relation to the global economy.
  - c. **Finance objectives**
    - i. Students are able to understand the key financial statements, and use them to calculate and interpret the key ratios.
    - ii. Students are able to demonstrate a conceptual understanding of time value of money (TVM) and cost of capital to make investment decisions.
  - d. **Management objectives**
    - i. Students are able to understand and use fundamental concepts and principles of management.
    - ii. Students are able to understand the impact of major management forces.
  - e. **Marketing objectives**
    - i. Students are able to understand the use of appropriate marketing mix variables in decision-making.
    - ii. Students are able to understand the influences of current consumers and organizational buying decisions.
  - f. **Quantitative and Information Systems objectives**
    - i. Students are knowledgeable about the information resources in an organization and are able to apply IT solutions to solve business problems and make informed decisions.

- ii. Students are able to develop skills in formulating quantitative business models to support decision-making, operation strategy and business applications.
- 6. Globalization – business majors will develop an awareness of the factors that impact international business.
  - a. Students are able to understand the major cultural, legal, economic and political factors that influence international business.
  - b. Students understand how to assess opportunity and operate a business in the global market.
- 7. Technology – business majors will understand and utilize basic information technology concepts while using appropriate information to solve business problems:
  - a. Students are able to understand the roles of information technology within and across the organization.
  - b. Students are able to understand and utilize hardware and software components of a computer system.
  - c. Students are able to use industry-standard business resources to gather information.
  - d. Students are able to transfer financial and business data to business software applications.

## **Programs of Study**

The School of Business Administration offers the following graduate degree programs:

Master of Arts in Accounting (30 Credits)

Master of Business Administration – Full-Time (45 Credits)

Master of Business Administration – Working Professionals (36 Credits)

Master of Arts in Economics (33 Credits)

Bachelor of Arts/Masters of Arts in Accounting (150 credits)

## **Scholarships**

Merit-based scholarships for the first year of study are open to students with outstanding admission credentials. The number of university funded scholarships available is limited. In addition, a limited number of corporate scholarships with varying award amounts are available. Deadline for award of these merit-based scholarships is April 1st.

## **Transfer Credit**

Students may transfer in a maximum of six (6) credits of graduate courses. Students seeking transfer credit must have earned minimum final grades of "B" in the course(s) in question. Each proposed course must be equivalent to a graduate course offered by the School of Business Administration and must have been earned at an institution accredited by the Association for the Advancement of Collegiate Schools of Business (AACSB) or as determined by the Department Chair and Dean of the School of Business. Requests for consideration for transfer credit must be submitted in writing to the Office of the Dean and accompanied by official academic transcripts (received directly from the Registrar's Office of the awarding institution).

## **Placement**

The Career and Professional Development Center offers students opportunities to explore and prepare for a wide variety of business activities. This office advises students on resume preparation, development of interviewing skills, and a wide variety of personal and professional development issues. The placement

process schedules corporate receptions, information sessions, and on-campus interviews for students. Annually several major firms recruit on campus through career fairs where students are able to experience a spectrum of business opportunities and to present their strengths and make informed choices regarding careers.

### **Department of Accounting /Department of Finance**

**Dr. Crystal Hudson, Interim Chair**

**Wright-Young Hall, Room 212**

**Telephone: (404) 880-6413**

#### **Overview**

The Accounting Department originated when the School of Business Administration was established, and its history parallels that of the School. Central to the organizational management process, study of accounting assists managers make decisions and empowers them to meet their stewardship responsibilities.

The Department prepares graduate students in accounting with a practical and theoretical knowledge of accounting principles and practices for professional certifications and successful careers in independent and internal auditing, tax accounting, government accounting, management consulting and accounting information systems for both for-profit and not-for-profit businesses as well as pursuit of advanced studies in the fields of accounting and finance. The Department faculty not only serves those students in the major but also those in other concentrations in business as well as those students majoring in disciplines outside of the School of Business Administration.

The mission of the Accounting Program is to provide students with the necessary accounting skills to be successful managers and leaders and to prepare students for careers in accounting and related professions in a global environment.

The vision of the Accounting Program is to engage in innovative programs that provide students with technical and professional skills leading to successful careers in professional accounting and related careers.

### **Master of Arts Degree in Accounting (30 Credits)**

#### **Program Overview**

The Master of Arts Degree in Accounting serves students who are interested in professional career opportunities in public, private, corporate and government accounting as well as preparation for professional certifications (e.g., Certified Public Accountant (CPA) and pursuing advanced studies in accounting related fields.

#### **Program Goals**

**The goals of the CAU Master of Arts in Accounting degree program are to:**

- Prepare students for professional accounting certifications (e.g., CPA, CMA, CIA).
- Present students with analytical tools useful to accounting profession.
- Expose students to ethical frameworks for decision making applicable to the accounting profession.
- Enhance students' communication and leadership skills.

## **Program Learning Outcomes**

***Goal 1. Analysis: Graduate accounting majors will analyze and evaluate alternative courses of action by utilizing quantitative and qualitative tools.***

- Objective 1a - Students are able to comprehend and apply accounting information to support business decisions.
- Objective 1b - Students are able to evaluate resource allocation decisions using appropriate quantitative and qualitative tools.
- Objective 1d - Students are able to understand how a good cost management system can enhance a firm's competitiveness.
- Objective 1e - Students are able to analyze emerging issues and their possible future effects on accounting.

***Goal 2. Communications: Graduate accounting majors will communicate effectively in written and oral circumstances.***

- Objective 2a - Students are able to prepare effective written reports, using appropriate data, analysis, and conclusions.
- Objective 2b - Students are able to deliver professional quality information orally using appropriate technology.

***Goal 3. Ethics: Graduate accounting majors will recognize and incorporate ethical values when making business decisions.***

- Objective 3a - Students are able to recognize ethical dilemmas in accounting and recommend appropriate solutions for them.
- Objective 3b - Students are able to understand and evaluate how corporate governance, risk management, and internal controls impact ethical behavior.

***Goal 4. Leadership: Graduate accounting majors will recognize and possess effective leadership skills.***

- Objective 4a - Students are able to evaluate the characteristics of effective leadership and make recommendations to enhance leadership effectiveness in order to improve effective use of resources.
- Objective 4b - Students are able to recommend effective approaches for motivating employees and managing relationships in a diverse workforce to achieve internal control objectives.

***Goal 5. Perspectives: Graduate accounting majors will incorporate multiple business perspectives when evaluating internal and external factors, identifying business opportunities, and recommending a plan of action.***

- Objective 5a - Students are able to identify and understand pertinent internal and external factors when evaluating business opportunities.
- Objective 5b - Students are able to use internal and external information to make effective strategic decisions.

***Goal 6. Fundamental Discipline Knowledge: Graduate accounting majors will have a fundamental understanding of established knowledge in the discipline and be able to utilize this knowledge to make effective business decisions.***

- Objective 6a - Students are able to understand the regulatory environment related to external reporting, including independence rules, securities acts, and the Sarbanes-Oxley Act.
- Objective 6b - Students are able to use appropriate sources of research in investigating financial accounting reporting practices.

***Goal 7. Globalization: Graduate accounting majors will have an understanding of the global marketplace and how it relates to everyday business decisions.***

- Objective 7a - Students are able to understand reporting under the requirements of International Financial Accounting Standards (IFRS) and their differences from US GAAP as they relate to external reporting.

**Admissions Requirements**

**In addition to the University's general admission requirements for graduate programs, the specific requirements for admission to the Master of Arts in Accounting include the following:**

- An undergraduate degree from a regionally accredited college or university.
- An acceptable score on the GMAT or GRE. The GMAT/GRE is waived for applicants with a minimum GPA of 3.25.
- Admission in the Summer semester for students without an acceptable undergraduate degree in Accounting. Admission in the fall and spring semesters for applicants with an undergraduate degree in accounting.
- Admits both students, who have an undergraduate accounting degree and those who do not (including those without undergraduate business degrees)

## Master of Arts in Accounting Standard Class Schedule

<b>Summer Session I</b>		
<b>5 Weeks</b>		<b>Credits</b>
<b>Introductory Courses</b>		
CSB 6601	Financial Reporting I	2.0
CSB 6612	Introduction to Management Accounting	1.5
CSB 6630	Introduction to Business Taxation	1.5
<b>Total</b>		<b>5.0</b>
<b>Summer Session II</b>		
<b>5 Weeks</b>		<b>Credits</b>
<b>Introductory Courses</b>		
CSB 6602	Financial Reporting II	2.0
CSB 6640	Introduction to Auditing and Assurance	2.0
<b>Total</b>		<b>4.0</b>
<b>Fall Semester Session I</b>		
<b>8 Weeks</b>		<b>Credits</b>
CSB 6603	Seminar in Financial Reporting I	3.0
CSB 6624	Seminar in Accounting Information and Control Systems	1.5
CSB 6641	Seminar in Auditing and Assurance Services	3.0
<b>Total</b>		<b>7.5</b>
<b>Fall Semester Session II</b>		
<b>8 Weeks</b>		<b>Credits</b>
CSB 6604	Seminar in Financial Reporting II	3.0
CSB 6631	Seminar in Accounting and Taxation Research I	3.0
CSB 6670	Seminar in Law and Regulation	1.5
<b>Total</b>		<b>7.5</b>
<b>Spring Semester</b>		
<b>16 Weeks</b>		<b>Credits</b>
CSB XXXX	Approved Graduate Elective I	3.0
CSB XXXX	Approved Graduate Elective II	3.0
<b>Total</b>		<b>6.0</b>
<b>Spring Semester Session I</b>		
<b>8 Weeks</b>		<b>Credits</b>
CSB 6632	Seminar in Accounting and Taxation Research II	3.0
CSB 6660	Seminar in Business Analysis and Valuation I	1.5
<b>Total</b>		<b>4.5</b>
<b>Spring Semester Session II</b>		
<b>8 Weeks</b>		<b>Credits</b>
CSB 6661	Seminar in in Business Analysis and Valuation II	1.5
CSB 6690	Ethics and Corporate Governance	1.5
CSB 6650	Seminar in Not-For-Profit Accounting	1.5
<b>Total</b>		<b>4.5</b>



### Introductory Courses (9 Graduate Credits)

Students **without** undergraduate degrees in accounting must complete the following Introductory Courses during the months of June, July, and August). **For students with undergraduate degrees in business from AACSB accredited institutions, the Coordinator of the CAU Master of Arts in Accounting program may waive the requirement to complete all Introductory Courses.**

1. CSB 6601 Financial Reporting I (2.0 Credits)
2. CSB 6602 Financial Reporting II (2.0 Credits)
3. CSB 6612 Introduction to Management Accounting (1.5 Credits)
4. CSB 6630 Introduction to Business Taxation (1.5 Credits)
5. CSB 6640 Introduction to Auditing and Assurance (2.0 Credits)

#### Introductory Course Descriptions

CSB 6601	Financial Reporting I	2 Credits
<b>Financial Reporting I</b> teaches in depth the basics of financial accounting. Students focus on learning the critical “mechanics” of financial accounting — the methods that accountants use to translate events and transactions into balance sheets, income statements and statements of cash flow for use by the entity’s external stakeholders.		
CSB 6602	Financial Reporting II	2 Credits
<b>Financial Reporting II</b> is a continuation of Financial Reporting I. The course teaches in depth advanced topics of financial accounting. Topics such as accounting for pensions, foreign currency translations, and accounting for deferred income taxes are included.		
CSB 6612	Introduction to Management Accounting	1.5 Credit
<b>Introduction to Management Accounting</b> introduces management accounting techniques and practices. The focus is on the managerial uses of accounting information, particularly cost information. Topics include cost accounting systems, budgeting, responsibility accounting and decision-making.		
CSB 6630	Introduction to Business Taxation	1.5 Credits
<b>Introduction to Business Taxation</b> covers the major tax issues inherent in business taxation, including measurement of income, cost recovery deductions, property dispositions, nontaxable exchanges and forms of organization.		
CSB 6640	Introduction to Auditing and Assurance	2 Credits
<b>Introduction to Auditing and Assurance</b> is designed to introduce the standards and principles of auditing, procedures for conducting an audit, and the preparation of working papers and reports. Major topics include control and prevention of fraud and errors through internal control systems, moral and legal responsibilities of auditors, and professional ethics.		

### Degree Requirements

In addition to the General Degree Requirements as published in the Clark Atlanta University Graduate Catalog, students pursuing the **Master of Arts in Accounting degree** must complete the following coursework:

The 30-hour curriculum is comprised of the following courses completed in one year including:

#### Core Courses

CSB 6603 Seminar in Financial Reporting I (3.0 Credits)

CSB 6604 Seminar in Financial Reporting II (3.0 Credits)

CSB 6624 Seminar in Accounting Information and Control Systems (1.5 Credits)

CSB 6641 Seminar in Auditing and Assurance Services (3.0 Credits)

CSB 6631 Seminar in Accounting and Taxation Research I (3.0 Credits)  
 CSB 6632 Seminar in Accounting and Taxation Research II (3.0 Credits)  
 CSB 6670 Seminar in Law and Regulation (1.5 Credits)  
 CSB 6650 Seminar in Not-for-Profit Accounting (1.5 Credits)  
 CSB 6660 Seminar in Business Analysis and Valuation I (1.5 Credits)  
 CSB 6661 Seminar in Business Analysis and Valuation II (1.5 Credits)  
 CSB 6690 Ethics and Corporate Governance (1.5 Credits)  
 \*Approved Graduate Elective (3.0 Credits)  
 \*Approved Graduate Elective (3.0 Credits)

***\*Any graduate level course in the MBA program (excluding CSB 6600 and CSB6610)***

***See Approved Graduate electives below.***

**Master of Arts in Accounting  
 30 Graduate Credits  
 Course Descriptions**

<b>CSB 6603</b>	<b>Seminar in Financial Reporting I</b>	<b>3.0 Credits</b>
<b>Financial Reporting I</b> examines the environmental factors that affect accounting standard-setting and decision-making, and the mechanics of accounting for events and transactions that have an economic effect on the firm.		
<b>CSB 6604</b>	<b>Seminar in Financial Reporting II</b>	<b>3.0 Credits</b>
<b>Financial Reporting II</b> is a continuation of <b>Financial Reporting I</b> and further examines the theoretical foundations of financial reporting and accounting standard setting. Course participants will gain an understanding of full-disclosure requirements for reporting to external stakeholders in accordance with generally accepted accounting principles.		
<b>CSB 6624</b>	<b>Seminar in Accounting Information and Control Systems</b>	<b>1.5 Credits</b>
Accounting Information and Control Systems provides students with the knowledge of design and operation of computerized accounting systems including Enterprise Resource Planning (ERP) Systems such as SAP. The focus of this course includes the integration of accounting information system applications along with data analytics to produce relevant and reliable management reports.		
<b>CSB 6640</b>	<b>Seminar in Auditing and Assurance Services I</b>	<b>3.0 Credits</b>
<b>Seminar in Auditing and Assurance Services I</b> offers a foundation in the external audit function and stresses the role and value of auditing in business. Students consider the effect of environmental factors and standards on auditors' judgments of client acceptance, risk assessment, planning, evidence gathering and reporting.		
<b>CSB 6631</b>	<b>Seminar in Accounting and Taxation Research I</b>	<b>3.0 Credits</b>
<b>Seminar in Accounting and Taxation Research I</b> analyzes tax laws with respect to corporate formation, shareholder distributions, liquidations, divestitures, mergers and acquisitions.		
<b>CSB 6632</b>	<b>Seminar in Accounting and Taxation Research II</b>	<b>3.0 Credits</b>

<b>Seminar in Accounting and Taxation Research II</b> provides thorough coverage of advanced topics in tax accounting, including but not limited to state and local taxation, multinational income taxation, tax policy, tax practice and administration, advanced topics in the taxation of C corporations, advanced topics in the taxation of flow-through entities, estates, gifts and trusts, taxation of tax-exempt entities, and financial accounting for income taxes.		
<b>CSB 6650</b>	<b>Seminar in Not-for-Profit Accounting</b>	<b>1.5 Credits</b>
<b>Seminar in Not-for-Profit Accounting</b> introduces basic concepts and techniques of fund accounting with reporting and management problems of not-for-profit organizations and governmental bodies.		
<b>CSB 6660</b>	<b>Seminar in Business Analysis and Valuation I</b>	<b>1.5 Credits</b>
<b>Seminar in Business Analysis and Valuation I</b> is the capstone course of the Financial Accounting sequence. It provides an applied perspective on analyzing firms' financial statements using lectures and case studies. Key topics include earnings management, profitability analysis, credit analysis, predicting financial distress, pro-forma business modeling and industry analysis.		
<b>CSB 6661</b>	<b>Seminar in Business Analysis and Valuation II</b>	<b>1.5 Credits</b>
<b>Seminar in Business Analysis and Valuation II</b> is the second part of the 2-part seminar on Business Analysis and Valuation. The emphasis in this second part is on different valuation methods used in valuing Business enterprises with particular focus on valuing the private (non-publicly traded firms). The materials in this seminar will also provide significant coverage of the materials required for the Certified Business Valuation Analyst examination. A culminating, experiential learning exercise is the completion of a valuation project by each student.		
<b>CSB 6670</b>	<b>Seminar in Law and Regulation</b>	<b>1.5 Credits</b>
<b>Seminar in Law and Regulation</b> includes a study of basic legal concepts and procedures as well as basic principles pertaining to fundamental business transactions; cases are used to identify the effect of laws on business policy decisions; social and ethical aspects of business are also described. Students are introduced to the role of the court systems in business and the concepts of contract and agency. Students are also introduced to the social and ethical aspects of business. The course also examines partnerships, corporations, commercial paper, secured transaction sales, consumer credit, bankruptcy, and modern legislation regulating business.		
<b>CSB 6680</b>	<b>Forensic and Investigative Accounting</b>	<b>3 Credits</b>
Overview of fraud prevention and detection techniques, and an in-depth discussion of how to assist an audit committee and legal counsel with fraud investigations. Topics include investigating theft and concealment, conversion investigation methods, inquiry methods, and fraud reports.		
<b>CSB 6690</b>	<b>Ethics and Corporate Governance</b>	<b>1.5 Credits</b>
<b>Ethics and Corporate Governance</b> address ethical theories coupled with critical thinking approaches to analyzing ethical issues. These courses help students understand when they confront ethical issues and provide a mechanism for helping students think their way through to making ethical decisions. These courses provide a useful way to identify and understand the values they bring to bear in making important decisions with ethical components. In addition, students will develop critical managerial and leadership skills in the areas of communication, persuasion and influence, team leadership and decision-making. Students also will participate in a management simulation created specifically for accounting professionals and receive feedback on their performance from industry executives.		

# The Master of Business Administration (MBA) Degree Program

## Program Overview

Students pursuing the Master of Business Administration program study a broad cross-section of business fundamentals through specialized studies in one or more of the following concentrations: Accounting, Entrepreneurship Management, Finance, Marketing, Sports and Entertainment Management, and Supply Chain Management. The MBA program curriculum is designed around sequential coursework providing an educational experience that prepares students for leadership challenges and responsibilities in the public and private sectors as well as pursue advanced studies.

**MBA Degree Programs of Study**

Department	Concentration
Accounting	• Accounting
Finance	• Finance
Management	• Entrepreneurship Management • Sports & Entertainment Management
Marketing	• Marketing
Decision Sciences	• Supply Chain Management

## Program Objectives

1. Introduce students to analytical and evaluative tools applicable to the business administration discipline.
2. Promote ethical values in business policies, practices and decision-making.
3. Train students to practice effective written and oral communication and leadership skills and disposition.
4. Prepare students to apply multiple business perspectives when evaluating internal and external factors, identifying business opportunities, making effective business decisions and recommending a plan of action.
5. Introduce students to the global marketplace and its relationship to everyday business decisions.
6. Prepare students for advanced studies as well successful careers in the fields of business administration, marketing, management, accounting and/or finance.

## Student Learning Outcomes

Students pursuing the **Master of Business Administration** degree program will:

1. Identify and assess business alternatives and determine appropriate course of action based on business principles and best practices.
2. Utilize appropriate and effective oral, written and interpersonal communication skills in diverse business settings.

3. Identify major influences in consumer and organizational decision-making to maximize business opportunities.
4. Evaluate the interdependent roles and impact of internal and external business and environmental factors on today's global economy.
5. Make decisions that are consistent with the professional and ethical values of business practices.
6. Recommend effective approaches for motivating employees and managing relationships in a diverse workforce to achieve internal control objectives.
7. Demonstrate effective leadership skills and behaviors in professional environments.

### **The Master of Business Administration (MBA) Full-Time Program (45 Credits)**

In order to provide substantive knowledge in disciplines, graduate students matriculating in the **Master of Business Administration Full-Time** program may select any of the following concentrations in Accounting, Entrepreneurship Management, Finance, Marketing, Sports and Entertainment Management, and Supply Chain Management offered through the departments of Accounting, Decision Sciences, Finance, Management, and Marketing.

### **Department of Accounting and Department of Finance**

**Dr. Crystal Hudson, Interim Chair**

**Wright-Young Hall, Room 212**

**Telephone: (404) 880-6413**

### **Accounting Area**

#### **Overview**

The area of Accounting originated when the School of Business Administration was established, and its history parallels that of the School. Central to the organizational management process, study of accounting assists managers make decisions and empowers them to meet their stewardship responsibilities.

The mission of the Accounting program is to provide students with the necessary accounting skills to be successful managers and leaders and to prepare students for careers in accounting and related professions in a global environment. The vision of the Accounting program is to engage in innovative programs that provide students with technical and professional skills leading to successful careers in professional accounting and related careers.

- **Accounting Concentration**

The Accounting program prepares graduate students with a practical and theoretical knowledge of accounting principles and practices for professional certifications and successful careers in independent and internal auditing, tax accounting, government accounting, management consulting and accounting information systems for both for-profit and not-for-profit businesses as well as pursuit of advanced studies in the fields of accounting and finance. The program faculty not only serves those students in the major but also those in other concentrations in business as well as those students majoring in disciplines outside of the School of Business Administration.

The Accounting concentration is unique in that it gives an increased emphasis on understanding the role of accounting information in assisting management in making decisions and controlling the organization

in addition to producing the necessary information for external reporting. Students in accounting concentration typically begin their initial careers within an organization in such areas as the controller's department, internal audit, treasury and finance, cost accounting, and planning and budgeting. The core courses in the concentration provide the skills required to assume these positions in industry, government, public accounting, and in not-for profit organizations.

## **Finance Area**

### **Overview**

The area of Finance at Clark Atlanta University provides students with the tools required for careers in financial management in public corporations, the financial services industry, and not-for-profit businesses. Course offerings at the undergraduate and graduate levels include required courses for all students enrolled in the School of Business Administration and elective courses for students enrolled in the finance concentration, and equip students with breadth of knowledge required to become effective financial analysts and managers in a rapidly changing global economic environment.

The mission of the Finance program is to provide business students with the financial management and analytical skills to become successful managers and leaders in a technology oriented global environment. The vision of the Finance program is to offer innovative programs that prepare diverse students for professional careers in the financial services industry and provide solutions to global business challenges.

- **Finance Concentration**

The activities of the Finance program include the development of the finance curricula, instructional materials, teaching graduate and undergraduate level finance courses, research, and community service. This program focuses on all areas of finance, as a discipline, empirical application and managerial decision-making. All departmental faculty members have their primary specialization in finance as a functional field of expertise, with secondary specialization in areas affiliated to finance in business administration and economics.

The Finance concentration provides graduate students with in-depth exposure to the analytical and financial tools necessary to understand and address the complexities of financial instruments used in the investment and securities markets. Students acquire relevant problem solving skills through a variety of real-world simulation exercises and real-time market information contained in our state-of-the art Trading Room. Students in the finance concentration are prepared to assume leadership positions in commercial banking, investment banking, insurance, and in other financial services companies.

**Department of Management and Department of Marketing**  
**Donald Vest, Interim Chair**  
**Wright-Young Hall, Room 316**  
**Telephone: (404) 880-8465**

## **Management Area**

### **Overview**

The area of Management seeks to offer curriculum and instruction in the forms of work that all managers must perform—planning, organizing, staffing, motivating, and controlling. The Management program objective is to provide students with the knowledge necessary to become effective managers in the private and public sectors.

The mission of the Management program is to prepare a diverse student body with the ethical principles, managing organizations and corporate social responsibility skills to become managers, entrepreneurs, educators and leaders in a global environment. The vision of the Management program is to be a renowned center for high-achieving, critical thinking entrepreneurial-minded individuals who are prepared to create new businesses and innovative ideas and solutions in a global environment.

- **Entrepreneurship Management Concentration**

The Entrepreneurship Management concentration has emerged as an important focus of attention for business students, academicians, and practitioners across the country. Entrepreneurial hopefuls search for a course of study to prepare them for an environment characterized by rapid change. This program is a variant of the traditional MBA curriculum and includes entrepreneurship and innovation case studies and the development of business startup skills. The program provides training in the basic core values and skills necessary to compete effectively as a business owner in today's economic environment, and facilitates the development of a wealth-creating community.

- **Sports and Entertainment Management Concentration**

The Sports and Entertainment industry has emerged as one of the leading occupational areas of the 21st Century. Both categories cross social, economic, and cultural barriers. CAU's Sports and Entertainment Management concentration combines theory and experiential learning to prepare graduates to assume managerial positions and/or create their own business enterprises serving these industries. Students engage with leading practitioners to gain first-hand knowledge of what it means to work and succeed in these fields.

## **Marketing Area**

### **Overview**

The area of Marketing is a critical component of organizations that serves to promote exchanges that satisfy customers while helping to attain organizational goals. As a vital link between customer and firm, marketing in an organization helps guide the selection of goods and services produced, the



establishment and maintenance of effective and efficient means of distribution, the pricing process, and promotional systems, which include advertising and sales.

The mission of the Marketing program is to prepare students who can create, communicate and deliver exchange offerings that have value to customers, clients and the larger society. The vision of the Marketing program is to develop marketing professionals who are at the forefront of providing valuable, creative and innovative solutions to global marketing challenges.

- **Marketing Concentration**

The Marketing concentration offers courses that emphasize relevant and useful instruction, research, and service for the MBA Program. The Marketing concentration emphasizes experiential learning by combining practical career preparation with academic theory to produce knowledgeable and versatile marketing executives. Students work with faculty, corporate representatives and entrepreneurs to gain valuable hands-on experience in solving real-world marketing problems.

The Marketing program objective is to join sound concepts and marketplace realities so that students will have strong preparation for rewarding marketing positions and capacity for advancement in private or public organizations. Nationally recognized for its reputation in brand and product management, the program focuses heavily on marketing research and sales management.

## **Department of Supply Chain Management/Decision Sciences and Department of Economics**

**Dr. Paul D. Brown, Chair**

**Wright-Young Hall, Room 312**

**Telephone: (404) 880-8154**

### **Overview**

The Department of Decision Sciences offers core courses in the areas of Economics, Quantitative Methods, Operations Management and Information Systems that emphasize relevant and useful instruction, research, and service for the MBA Program. These courses mainly focus on applications of quantitative techniques and information technology for managers and small business entrepreneurs.

The mission of the Department of Decision Sciences is to prepare diverse students with skills in quantitative methods, information technology, and supply chain management for successful careers in a global environment. The vision of the Department of Decision Sciences is to engage students and business professionals in collaborative learning initiatives that lead to leadership careers in decision sciences with a focus on supply chain management.

- **Supply Chain Management Concentration**

The Supply Chain concentration provides students with the requisite analytical and operational skills to manage various production and other operational functions in a technologically-driven business environment. In addition to the foundation core courses in statistical analysis, economics,

decision sciences, and information systems, students study take courses in advanced quantitative techniques, production and operations, systems analysis and design, database management, and supply chain to enhance their ability to recognize, analyze, and solve complex business problems.

### **Master of Business Administration – Full-Time (45 Credits)**

Students matriculating in the **Master of Business Administration Full-Time** program may select from the following concentrations: Accounting, Entrepreneurship Management, Finance, Marketing, Sports and Entertainment Management, and Supply Chain Management.

### **Admissions Requirements**

Applicants to the **Master of Business Administration Full-Time** program must meet the General Admissions Requirements of the University as published in this Catalog.

### **Orientation**

Incoming students pursuing the **Master of Business Administration Full-Time** program are required to participate in the **MBA Launch**, an intensive quantitative and qualitative enrichment summer workshop prior to the start of the program.

### **Degree Requirements**

In addition to the General Degree Requirements of the University as published in this Catalog, forty-five (45) credits of graduate study is required for the **Master of Business Administration Full-Time** program. The degree requirements include thirty (30) credits of required courses and fifteen (15) credits of elective courses: Nine (9) credits of elective courses in the student's concentration. Applicants for a **Master in Business Administration (MBA) Degree** must complete the following requirements:

#### **Required Courses: 30 Credits**

- CSB 5210, Marketing Management (3)
- CSB 5410, Financial Management (3)
- CSB 5513, Managerial Economics (3)
- CSB 5709, Managerial Communications & Leadership Development (3)
- CSB 5710, Organizational Behavior (3)
- CSB 5712, Legal Social and Ethical Aspects of Business (3)
- CSB 6510, Data Analysis (3)
- CSB 6512 Operations and Supply Management (3)
- CSB 6605, Accounting for Decision Making, (3)
- CSB 6710, Strategic Management (3)

#### **Electives in the Concentration: 9 Credits**

- CSB XXXX, Elective in the Concentration (3)
- CSB XXXX, Elective in the Concentration (3)
- CSB XXXX, Elective in the Concentration (3)

#### **Electives in Business: 6 Credits**

- CSB XXXX, Business Elective (3)
- CSB XXXX, Business Elective (3)

### Plan of study for the Master of Business Administration Degree – Full-Time (45 Credits)

Year One					
	Summer Session	Cr			
<b>MBA Launch</b>	Orientation	0			
	Fall Semester	Cr		Spring Semester	Cr
CSB 5210	Marketing Management	3	CSB 5710	Organizational Behavior	3
CSB 6605	Accounting for Decision Making	3	CSB 5513	Managerial Economics	3
CSB 5709	Managerial Communications & Leadership Development	3	CSB 6512	Operations & Supply Management	3
CSB 6510	Data Analysis	3	CSB 5410	Financial Management	3
					3
	<b>TOTAL</b>	<b>12</b>		<b>TOTAL</b>	<b>12</b>
Year Two					
	Fall Semester	Cr		Spring Semester	Cr
CSB 5712	Legal Social and Ethical Aspects of Business	3	CSB 6710	Strategic Management	3
CSB XXXX *	Business Elective	3	CSB XXXX	Business Elective	3
CSB XXXX	Business Elective	3	CSB XXXX	Business Elective	3
CSB XXXX	Business Elective	3			
		3			
	<b>TOTAL</b>	<b>12</b>		<b>TOTAL</b>	<b>9</b>
<b>*ALL STUDENTS ARE REQUIRED TO HAVE ONE AREA OF CONCENTRATION CONSISTING OF NINE CREDIT HOURS. ADDITIONAL AREAS OF CONCENTRATION REQUIRES A MINIMUM OF NINE ADDITIONAL CREDIT HOURS, WHICH WILL RESULT IN AN INCREASE IN THE TOTAL CREDIT HOURS REQUIRED FOR THE DEGREE. Students must complete fifteen (15) credits of elective courses: Twelve (9) credits in their area of concentration and three (6) credits in related disciplines.</b>					

### Master of Business Administration Degree – Working Professionals (36 Credits)

#### Admissions Requirements

Applicants to the **Master of Business Administration Working Professionals** degree program must meet the General Admissions Requirements of the University as published in this Catalog.

#### Degree Requirements

In addition to the General Degree Requirements of the University as published in this Catalog, students must complete 36 credits of graduate study. Courses taken in this program are **not** transferable to the **Master of Business Administration Degree Full-Time** program. Previously completed graduate courses are not transferable to the **Master of Business Administration Degree Working Professionals Degree**.

**Plan of Study for the Master of Business Administration Degree – Working Professionals  
(36 Credits)**

Year One					
	First Trimester - FALL	Cr		Second Trimester - SPRING	Cr
<b>MBA Launch</b>	Orientation	0	CSB 8621	Managerial Accounting II	1.3
CSB 8610	Managerial Accounting I	1.7	CSB 8420	Financial Management I	1.7
CSB 8210	Marketing Management	1.7	CSB8721A	Organizational Behavior	1.7
CSB 8510	Statistical Analysis I	1.7	CSB 8520	Statistical Analysis II	1.3
CSB 8515	Economic Analysis	1.5	CSB 8463	Competitive Economics	1.0
CSB 8711	Executive Leadership I	1.0	CSB 8740	Managerial Communications I	1.0
CSB 8720	Communications Workshop	1.0	CSB 8721B	Executive Leadership II	1.0
	<b>TOTAL</b>	<b>9.0</b>		<b>TOTAL</b>	<b>9.0</b>
	Third Trimester - SUMMER	Cr		Fourth Trimester - FALL	Cr
CSB 8230	Consumer Behavior	1.7		Business Policy	3
CSB 8431	Financial Management II	1.7	CSB 8850	Integrative Capstone Business Project	3
CSB 8535	Global Economics	1.0	CSB 8541	Operations Management	1
CSB 8731	Organizational Behavior	1.3	CSB 8745	Busi. Legal Issues/bus Ethics	1.3
CSB 8731B	Executive Leadership III	1.0	CBS 8752	Managerial Communications II	1
CSB 8531	Production and TQM	2.0			
	<b>TOTAL</b>	<b>8.7</b>		<b>TOTAL</b>	<b>9.3</b>

**Department of Economics**  
**Dr. Paul D. Brown, Chairman**  
**Wright-Young Hall, Room 312**  
**Telephone: (404) 880-8154**

### **Overview**

The Department of Economics is committed to increasing the number of American and foreign students trained with an understanding of economic problems and issues confronting the United States and developing nations. The Department is focused in developing a strong undergraduate and graduate programs and to ensuring that students have a sufficiently broad background in theoretical and empirical economics to be competitive.

The mission of the Department of Economics is to provide diverse students with an understanding of economic theory and prepare students with necessary skills in applied economics to solve local and global economic problems and policy issues. The vision of the Department of Economics is to prepare students to carry out economic analysis to solve issues and problems of community, national and global importance, and to become a repository of economic data and a center of applied research on minority related economic issues.

### **Program of Study**

Master of Arts Degree in Economics (33 Credits)

### **Program Overview**

The **Master of Arts Degree in Economics** offers the opportunity to engage in the study of contemporary economic issues. The curriculum also provides an innovative approach to the study of economic issues and problems from orthodox and alternative economic perspectives. Students will gain knowledge and understanding of economics analysis not only from the traditional point of view, but also from that of minority people and developing countries. Attuned to current problems of American and world economies, the program should attract a diverse group of students who wish to pursue a graduate study in applied Economics.

### **Program Objectives**

1. Engage students in the study of orthodox and alternative theories, contemporary issues and innovative approaches in economics.
2. Prepare students to analyze and solve local and global economic problems and policy issues.
3. Introduce students to quantitative and qualitative analytical evaluative tools applicable to the discipline of economics.
4. Promote ethical values in economic policies, practices and decision-making.
5. Train students to practice effective written and oral communication and leadership skills and disposition.
6. Introduce students to the global marketplace, its relationship to everyday economics and policy decisions, and different methods/strategies used to enter regional and world markets.

7. Prepare students for successful careers as well as advanced studies in the fields of business and economics.

### **Student Learning Outcomes**

Students pursuing the **Master of Arts Degree in Economics** will:

1. Understand multiple economic concepts and analytical tools;
2. Apply a variety of interconnected economics concepts and theories to solve economic problems and policy issues of community, national and global importance.
3. Identify and apply appropriate analytical methodology to collect data and analyze economic problems.
4. Communicate effectively in oral and written formats to diverse audiences utilizing appropriate technology.
5. Apply ethical values in economic policies, practices and decision-making.
6. Apply leadership theories, concepts and styles for managing conflicts, negotiating and evaluating economic opportunities.
7. Apply appropriate macro- and micro-economic tools to evaluate and identify economic opportunities, make effective policy decisions, and recommend appropriate actions.

### **Admissions Requirements**

The Department follows the General Admissions Requirements of the University published in this Catalog. However, applicants for the **Master of Arts Degree in Economics** are required to have an undergraduate major in economics or a related field and have demonstrated ability to succeed in graduate study. If these degrees were awarded more than five years prior to admission to the **Master of Arts Degree in Economics**, applicants must complete proficiency examinations in intermediate macroeconomics and microeconomics and attain a minimum grade of "B" in each proficiency examination.

**Applicants whose undergraduate major is other than Economics or who have not taken Intermediate Macroeconomics and Intermediate Microeconomics are required to take ECO 315 and ECO 316 as prerequisites.**

### **Degree Requirements**

In addition to the General Degree Requirements as published in this Catalog, students pursuing the **Master of Arts Degree in Economics** are required to complete the following requirements:

#### **I. Core Courses: 18 Credits**

CECO 500, Advanced Macroeconomic Theory (3)

CECO 501, Advanced Microeconomic Theory (3)

CECO 550, Mathematical Analysis for Economists I (3)

CECO 570, Research Methodology (3)

CECO 600, Statistical Analysis for Business and Economics or CECO 601, Econometrics I (3)

CECO 602, Econometrics II (3)

*Except CECO 500, CECO 501 and CECO 550, the core courses may be substitute by other quantitative courses approved by the department. Minimum final grades of "B" are required for all Core Courses.*

**II. Area Courses: 9 or more Credits may be selected from the following courses:**

CECO 600, Statistical Analysis for Business and Economics (3)\*

CMAT 643, Operations Research I (3)

CSB 6413, Capital Markets and Investment Bank (3)

CSB 6512, Operations Management (3)

CSB 6517 Computer Applications in Decision Sciences (3)

CSB 6523, Forecasting (3)

***\*May be taken to fulfill prerequisites or core requirement.***

CECO 512, Economic Development (3)

CECO 513, International Economics (3)

CECO 510, Urban Economics (3)

**Thesis Research Option: 6 Credits**

CECO 801, Thesis Research (3) each

***Or***

**Non-Thesis Option: 6 Credits**

CXXX XXX, Area Course Electives (3)

CXXX XXX, Area Course Electives (3)

**III. Final Examination**

**Non-Thesis Option.** *Requires final comprehensive written examination based on the Core Coursework. Students may have two (2) attempts to pass the comprehensive examination.*

*(The department reserves the right to require or to exempt students of this exam).*

**Thesis Research Opportunities:** *Department reserves the right to offer **this option**.*

**Plan of Study for Master of Arts Degree in Economics (27-33 Credits)**

Year One					
	Fall Semester	Cr		Spring Semester	Cr
CECO 500	Advanced Macroeconomic Theory	3	CECO 501	Advanced Microeconomic Theory	3
CECO 550	Mathematical Analysis for Economists I	3	CECO 602	Econometrics II	3
CECO 600 or CECO 601	Statistical Analysis for Business and Economics (same as CSB 6510) Econometrics I	3	CXXX XXX	Area Course Elective	3
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>9</b>
Year Two					
	Fall Semester	Cr		Spring Semester	Cr
CECO 570	Research Methodology	3	CECO 801 <b>or</b> CXXX XXX & CXXX XXX	Thesis Research <b>or</b> Two Area Course Electives for Non- Thesis Option	6
CSB 6512	Operations Management	3			
CXXX XXX	Area Course Elective	3			
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>6</b>



<b>CECO 500</b>	<b>Advanced Macroeconomic Theory</b>	<b>3 Credits</b>
An advanced treatment of theories of aggregate economic analysis; addresses critical questions such as determination of national income, employment, distribution of income, inflation, and cyclical behavior.		
<b>CECO 501</b>	<b>Advanced Microeconomic Theory</b>	<b>3 Credits</b>
Analyzes the theory of consumer behavior and production and the pricing mechanism in competitive and noncompetitive markets.		
<b>CECO 510</b>	<b>Urban Economics</b>	<b>3 Credits</b>
Explores in detail the structure and growth of urban economy and examines the city as part of the national economy; analyzes theories of decision-making which explain the location of businesses and households within and between urban areas.		
<b>CECO 512</b>	<b>Economic Development</b>	<b>3 Credits</b>
Studies theories of economic development and investigates relevant economic models and analytical tools for analyzing and gaining understanding of development issues; also discusses policies and contemporary problems of developing countries.		
<b>CECO 513</b>	<b>International Economics</b>	<b>3 Credits</b>
An analysis of theories of international trade, balance of payment problems and current issues in commercial policy.		
<b>CECO 550</b>	<b>Mathematical Analysis for Economists I</b>	<b>3 Credits</b>
Develops skills that translate economic and business problems and relationships into mathematical terms.		
<b>CECO 570</b>	<b>Research Methodology</b>	<b>3 Credits</b>
Explores theories and methods of scientific research in economics and related social sciences. Steps for problem identification, formulation of testable and meaningful hypotheses and empirical techniques of analysis are studied. <b>Prerequisite:</b> Approval of the faculty.		
<b>CECO 600</b>	<b>Statistical Analysis for Business and Economics</b>	<b>3 Credits</b>
(Same as CSB 6510). Studies the use and application of descriptive statistics and statistical inference, including probability, sample survey, and simple linear regression models and violations of the basic assumptions. <b>Prerequisite:</b> undergraduate statistics.		
<b>CECO 601</b>	<b>Econometrics I</b>	<b>3 Credits</b>
Develops concepts and applications of statistical methods to economic and managerial problems, including multiple regression and forecasting, and simultaneous equations. <b>Prerequisite:</b> CECO 600, or approval of the faculty.		
<b>CECO 602</b>	<b>Econometrics II</b>	<b>3 Credits</b>
Studies the construction, estimation and testing of economic models. <b>Prerequisite:</b> CECO 601.		
<b>CECO 801</b>	<b>Thesis Research</b>	<b>3 Credits</b>
Designed to assist students in the development and writing of the thesis.		
<b>CECO 805</b>	<b>Thesis Consultation</b>	<b>1 Credit</b>
For students who are in the final stage of their thesis writing which requires minimal supervision and assistance.		

## School of Education

**Office of the Dean**  
**Clement Hall, Room 105**  
**Telephone: (404) 880-8505**

When Clark Atlanta University was created on July 1, 1988, by the consolidation of Atlanta University and Clark College, the education programs of the two institutions became a single unit. The University's School of Education, as a result, inherited the historical missions and achievements of its parent institutions, where the advanced level programs offered by Atlanta University and the basic programs offered by Clark College were combined and adjusted to offer education programs at both the undergraduate and graduate levels of study. Their parallel development and many contributions have established an enviable track record. The creation of structured, organizational units provided the autonomy and flexibility for the development of new degree programs and rapid adjustment of courses and programs to meet changing social and educational needs. Over the years, the School has maintained a positive impact on P-12 education by responding innovatively to meet their shifting demands.

The School of Education seeks to prepare leaders who are educators, researchers, and motivated critical thinking change agents dedicated to affecting the optimal manifestation of education in a multicultural society punctuated by international dimensions. Students are stimulated by an action-oriented, problem-solving curriculum designed to produce teacher candidates who move innovatively to meet the shifting social and educational needs that occur in private and public schools. In addition to developing future educators and administrators, the School has garnered a reputation as a producer of educational leaders and specialists who are competent and transformative in a systemic approach that embodies the core of social justice and fosters critical thinking.

The mission of the School of Education at Clark Atlanta University is to prepare highly competent, autonomous, critical-thinking candidates for P-12 schools and various educational settings serving all students, particularly those belonging to culturally and linguistically diverse groups. The vision of the School is to continue to drive and elevate the discourse in seeking answers to societal problems and challenges endemic in local, national, and global scholastic environments.

The School provides undergraduate and graduate level educational study and advanced learning opportunities through the departments of Curriculum and Instruction, Counselor Education, and Educational Leadership. The Department of Curriculum and Instruction offers undergraduate degrees in Early Childhood Education and Educational Studies to accommodate the training interests and requirements of all students devoted to the discipline of education and teacher certification.

The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE), [www.ncate.org](http://www.ncate.org). This accreditation covers Early Childhood Education, Early Childhood Education Post-Baccalaureate Certificate, Secondary Mathematics and Science, Special Education-

General Curriculum, Counselor Education, and Educational Leadership. However, the accreditation does not include individual education courses institution offers to P-12 educators for professional development, re-licensure or other purposes.

The School's Educator Preparation Programs in Early Childhood Education, Early Childhood Education Post-Baccalaureate Certificate, Secondary Mathematics and Science, Special Education-General Curriculum, Counselor Education, and Educational Leadership are approved by the Georgia Professional Standard Commission (GAPSC).

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has granted accreditation to the following School of Education's programs in the Department of Counselor Education at Clark Atlanta University: Community Education (M.A.) and School Counseling (M.A.)

### **Programs of Study**

The School of Education offers degree and non-degree programs administrated by the following academic departments:

#### **Department of Counselor Education**

Master of Arts Degree in Clinical Mental Health Counseling (60 Credits)

Master of Arts Degree in School Counseling (60 Credits)

#### **Department of Curriculum and Instruction**

Master of Arts Degree in Teaching: Grades 6-12

- Broad Field Science Concentration (36-37 Credits)
- Secondary Mathematics Concentration (36 Credits)

Master of Arts Degree in Special Education-General Curriculum (36 Credits)

Post-Baccalaureate Certificate Program in Early Childhood Education (42 Credits)

#### **Department of Educational Leadership**

Master of Arts Degree in Educational Leadership/ Tier I (30 Credits)

Specialist in Education Degree in Educational Leadership Post-Master's Degree (33 Credits)

Doctor of Education Degree in Educational Leadership/ Tier II

*P-12 School Administration Track (63 Credits)*

Doctor of Higher Education Degree (60 credits)

## **DEPARTMENT OF COUNSELOR EDUCATION**

**Clement Hall, Room 323**

**Telephone: (404) 880-8508**

### **Overview**

The Counselor Education Degree Programs ensure that counseling students possess the personal characteristics necessary to be effective helpers. Counselors must have a critical body of knowledge and set of skills to help clients function effectively in their lives. This is accomplished through a multifaceted admissions process, the use of experiential learning approaches, and through the application of an ongoing screening of candidates' personal and professional characteristics.

To promote a more just society through counseling, the faculty prepares candidates who are knowledgeable, critical thinkers, and ethical change agents. Candidates receive skill preparation for direct service to clients; for diagnostic, consultative, and evaluative services; and for preventive interventions. To achieve this goal, the program offers a curriculum which includes the core components of human growth and development; counseling diverse populations; the nature of helping relationships skills; group counseling; career counseling; appraisal, research and program evaluation; as well as professional, ethical and legal issues. Moreover, course work specific to the various areas of specialization (i.e., Clinical Mental Health Counseling, and School Counseling) are required. A variety of field practica and internship experiences are required to ensure that candidates are able to apply appropriate skills and knowledge. This preparation takes place in a pluralistic teaching and learning environment that incorporates all educational means, including didactic courses, practica and internships, research, and community service. A 700-hour clinical field placement is required.

The candidates in this program exhibit the highest degree of professionalism in facilitating the personal growth and development of clients at the individual, institutional, and systemic levels. Professional counselors serve at all levels of schools and universities, hospitals, mental health agencies, rehabilitation facilities, business and industry, correctional institutions, religious organizations, community centers and private practice. This program also prepares candidates for advanced graduate work at other institutions.

Both Counselor Education Programs are aligned and accredited with the guidelines of the national accrediting body, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and meet the academic requirements for Georgia licensure as a Licensed Professional Counselor (LPC). The School Counseling Program at CAU is accredited by the Council for the Accreditation of Educator Preparation (CAEP) and approved by the Georgia Professional Standards Commission (GaPSC) as a program leading to the School Counselor Certificate.

### **Mission**

The mission of the Department of Counselor Education is to prepare candidates to assume roles of leadership and service in society as Licensed Professional Counselors and/or certified School Counselors based on Georgia Board of Professional Counselors, Social Workers, and Marriage & Family Therapists, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards, the Georgia Professional Standards Commission (PSC) and the Council for the Accreditation of Educator Preparation (CAEP).

**Vision**

The vision of the Department of Counselor Education is to prepare a diverse pool of candidates who are knowledgeable, critical thinkers, and ethical change agents, who promote a more just society. Graduates are prepared to counsel and foster change through counseling in collaboration with school and community stakeholders

**Master of Arts Degree in Clinical Mental Health Counseling (60 Credits)****Overview**

The Master of Arts degree in Clinical Mental Health Counseling requires a minimum of 60 hours. This program is designed to prepare students for professional counseling positions in a variety of community settings, including mental health agencies, hospitals, juvenile justice agencies, and substance abuse treatment facilities. Graduates of this program are prepared to provide individual and group counseling, clinical counseling, education and lifestyle development, and career planning, all in diverse settings. The curriculum meets standards set forth by the Council of Accreditation for Counseling and Related Educational Programs (CACREP), and qualifies graduates to take the National Counselor Examination (NCE).

**The Department of Counselor Education Program Goals**

Upon graduation from the CAU counseling program, graduates will be able to:

1. Comprehend and adhere to professional ethical standards and identity, including: the history and philosophy of the counseling profession, professional roles and responsibilities.
2. Understand the uniqueness of human diversity and how it relates to the context of relationships, and issues in a pluralistic society.
3. Understand and apply scientific processes, theory, and concepts to human behavior, human service systems and problems in human behavior at all developmental levels.
4. Understand and integrate career theories, career decision making. Career planning and career assessment in counseling through work at an agency or school.
5. Understand and apply basic helping skills necessary for effective counseling and consultation with individuals and groups in schools or agencies.
6. Learn group theory and group practice as related to dynamics, counseling theories, group counseling methods, and group approaches,
7. Understand individual and group assessment approaches and their utility in a pluralistic society.
8. Understand appropriate research methods (e.g., qualitative, quantitative, case study), statistical analysis, needs assessment and program evaluation methodologies, as well as ethical concerns for conducting research and evaluating research in a pluralistic society.
9. Understand and use basic technology: PowerPoint, Prezi, appraisal instruments, World Wide Web, e-mail, Google Docs, Zoom, and Excel.

### **The Department of Counselor Education Program Objectives**

1. Introduce theory and concepts to human behavior, human service systems, and problems in human behavior at all developmental levels.
2. Prepare candidates to provide individual and group counseling on personal concerns, community services, education and lifestyle development, and career planning in diverse settings.
3. Prepare candidates for licensure as a Professional Counselor in Georgia and to qualify to take the National Counselor Examination.
4. Prepare candidates for advanced studies and/or professional counseling careers in a variety of community settings.
5. Train candidates to integrate individual and group counseling methods and practices.
6. Conduct follow-up studies with appropriate stakeholders.
7. Recruit students and faculty from diverse populations.

### **Admissions Requirements**

Applicants to the **Master of Arts Degree in Clinical Mental Health Counseling** must meet the General Admissions Requirements of the University as published in this Catalog.

### **Endorsement**

The Department of Counselor Education endorses the licensure requirements of the Georgia Professional Standards Commission and the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists.

### **Degree Requirements**

In addition to the General Degree Requirements, as published in this Catalog, and those specified by the School of Education, students pursuing the **Master of Arts Degree in Clinical Mental Health Counseling** must complete the following course requirements:

#### **V. Common Core Courses: 30 Credits**

- COUN 501-Introduction to Counseling (3)
- COUN 502-Helping Relationships Skills (3)
- COUN 503-Human Growth and Development (3)
- COUN 504-Theories of Counseling (3)
- COUN 505-Group Counseling (3)
- COUN 506-Career Counseling (3)
- COUN 507-Research and Measurement (3)
- COUN 508-Individual and Group Appraisal (3)
- COUN 509-Counseling Diverse Populations (3)
- COUN 510-Professional Ethics and Legal Application (3)

#### **Specialty Courses: 15 Credits**

- COUN 531-Addictions Counseling (3)
- COUN 532-Counseling Couples and Families (3)
- COUN 534-Clinical Mental Health Counseling (3)
- COUN 535-Abnormal Psychology and Diagnostic Systems (3)
- COUN 536-Trauma and Grief Counseling (3)

**Professional Clinical Courses: 9 Credits**

COUN 530-Clinical Mental Health Counseling Practicum (3)

COUN 542-Clinical Mental Health Counseling Internship I (3)

COUN 543-Clinical Mental Counseling Internship II (3)

**Recommended Electives: 6 Credits**

COUN 533-Counseling Children and Adolescents (3)

COUN 539-Theories of Personality I (3)

**VI. Qualifying Examinations**

Must take after the completion of required Core Courses. The Counselor Preparation Comprehensive Examination (CPCE) format consists of multiple choice questions.

**Plan of Study for Master of Arts Degree in Clinical Mental Health Counseling (60 Credits)**

Year One					
	Fall Semester	Cr		Spring Semester	Cr
COUN 501	Introduction to Counseling	3	COUN 504	Theories of Counseling	3
COUN 502	Helping Relationship Skills	3	COUN 505	Group Counseling	3
COUN 503	Human Growth & Development	3	COUN 509	Counseling Diverse Populations	3
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>9</b>
Summer Session*					
COUN 510	Professional Ethics and Legal Applications	3			
COUN 533	Counseling Children and Adolescents	3			
	<b>TOTAL</b>	<b>6</b>			
Year Two**					
	Fall Semester	Cr		Spring Semester	Cr
COUN 506	Career Counseling	3	COUN 508	Individual & Group Appraisal	3
COUN 507	Research & Measurement	3	COUN 532	Counseling Couples and Families	3
COUN 534	Clinical Mental Health Counseling	3	COUN 530	Clinical Mental Health Counseling Practicum	3
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>9</b>
Summer Session					
COUN 535	Abnormal Psychology & Diagnostics	3			
COUN 531	Addictions Counseling	3			
	<b>TOTAL</b>	<b>6</b>			
Year Three					
	Fall Semester	Cr		Spring Semester	Cr
COUN 536	Trauma and Grief Counseling	3	COUN 543	Clinical Mental Health Counseling Internship II	3
COUN 542	Clinical and Mental Health Counseling Internship I	3	COUN 539	Theories of Personality I	3
	<b>TOTAL</b>	<b>6</b>		<b>TOTAL</b>	<b>6</b>

**Note\*** A passing score on a state approved, national counseling exam is required for Counselor licensure. Candidates will be granted permission by the program to register and complete this test once specific program requirements have been met.



## **Master of Arts in School Counseling (60 Credits)**

### **Overview**

The **Master of Arts Degree in School Counseling** prepares candidates for school counseling positions in public and private schools. Graduates of the program are prepared to develop, implement and evaluate the academic needs of children and adolescents in multicultural settings and provide individual and group counseling. At the completion of the program, graduates will have satisfied the academic requirements for State of Georgia certification in School Counseling. The curriculum of this program meets the standards of preparation as set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), Georgia Professional Standards Commission (GaPSC) and the Council for the Accreditation of Educator Preparation (CAEP).

### **The Department of Counselor Education Program Goals**

Upon graduation from the CAU counseling program, graduates will be able to:

1. Comprehend and adhere to professional ethical standards and identity, including: the history and philosophy of the counseling profession, professional roles and responsibilities.
2. Understand the uniqueness of human diversity and how it relates to the context of relationships, and issues in a pluralistic society.
3. Understand and apply scientific processes, theory, and concepts to human behavior, human service systems and problems in human behavior at all developmental levels.
4. Understand and integrate career theories, career decision making. Career planning and career assessment in counseling through work at an agency or school.
5. Understand and apply basic helping skills necessary for effective counseling and consultation with individuals and groups in schools or agencies.
6. Learn group theory and group practice as related to dynamics, counseling theories, group counseling methods, and group approaches,
7. Understand individual and group assessment approaches and their utility in a pluralistic society.
8. Understand appropriate research methods (e.g., qualitative, quantitative, case study), statistical analysis, needs assessment and program evaluation methodologies, as well as ethical concerns for conducting research and evaluating research in a pluralistic society.
9. Understand and use basic technology: PowerPoint, Prezi, appraisal instruments, World Wide Web, e-mail, Google Docs, Zoom, and Excel.

### **The Department of Counselor Education Program Objectives**

1. Introduce theory and concepts to human behavior, human service systems, and problems in human behavior at all developmental levels.
2. Prepare candidates to provide individual and group counseling on personal concerns, community services, education and lifestyle development, and career planning in diverse settings.
3. Prepare candidates for licensure as a Professional Counselor in Georgia and to qualify to take the National Counselor Examination.
4. Prepare candidates for advanced studies and/or professional counseling careers in a variety of community settings.
5. Train candidates to integrate individual and group counseling methods and practices.
6. Conduct follow-up studies with appropriate stakeholders.
7. Recruit students and faculty from diverse populations.

## Admissions Requirements

Applicants to the **Master of Arts Degree in School Counseling** must meet the General Admissions Requirements of the University, as published in this Catalog. There are also specific requirements for individuals seeking initial Georgia Educator Certification (i.e. School Counselors).

- First, a GPA of 2.6 or higher is required for admittance into the School Counseling program.
- Second, passing scores on the Georgia Assessments for the Certification of Educators' (GACE) Program Admission Assessments (Reading, Math and Writing) are mandatory for full admittance into the program. All three assessments are required for certification eligibility. These assessments may be exempted if individuals have received appropriate minimum scores on the ACT/GRE/or SAT. These requirements are subject to change.
- Third, passing scores on the GACE content knowledge assessment is required for certification eligibility.

Please visit: [www.gapsc.com](http://www.gapsc.com) for the most recent information regarding these requirements.

## Endorsement

The Department of Counselor Education endorses the licensure requirements of the Georgia Professional Standards Commission and the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists.

## Degree Requirements

In addition to the General Degree Requirements as published in this Catalog and those specified by the School of Education, candidates pursuing the **Master of Arts Degree in School Counseling** must complete the following course requirements:

### VII. Common Core Courses: 30 Credits

- COUN 501-Introduction to Counseling (3)
- COUN 502-Helping Relationships Skills (3)
- COUN 503-Human Growth and Development (3)
- COUN 504-Theories of Counseling (3)
- COUN 505-Group Counseling (3)
- COUN 506-Career Counseling (3)
- COUN 507-Research and Measurement (3)
- COUN 508-Individual and Group Appraisal (3)
- COUN 509-Counseling Diverse Populations (3)
- COUN 510-Professional Ethics and Legal Application (3)

### Specialty Courses: 18 Credits

- COUN 518-School Consultation (3)
- COUN 520-Organization and Administration of Counseling Services (3)
- COUN 531-Addictions Counseling (3)
- COUN 533-Counseling Children and Adolescents (3)
- COUN 536-Trauma and Grief (3)
- CEDS 580-Psychology of Exceptional Children (Required for Georgia Certification) (3)

**Professional Clinical Courses: 9 Credits**

COUN 524-School Counseling Practicum (3)

COUN 540-School Counseling Internship I (3)

COUN 541-School Counseling Internship II (3)

**Recommended Electives: 3 Credits**

COUN 532-Counseling Couples and Families (3)

COUN 535-Abnormal Psychology and Diagnostics (3)

**VIII. Qualifying Examinations**

Must take after the completion of required Core Courses. The Counselor Preparation Comprehensive Examination (CPCE) format consists of multiple choice questions.

**Plan of Study for Master of Arts Degree in School Counseling (60 Credits)**

Year One					
	Fall Semester	Cr		Spring Semester	Cr
COUN 501	Introduction to Counseling	3	COUN 504	Theories of Counseling	3
COUN 502	Helping Relationship Skills	3	COUN 505	Group Counseling	3
COUN 503	Human Growth & Development	3	COUN 509	Counseling Diverse Populations	3
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>9</b>
	<b>Summer Session*</b>	<b>Cr</b>			
COUN 510	Professional Ethics and Legal Applications	3			
COUN 533	Counseling Children and Adolescents	3			
	<b>TOTAL</b>	<b>6</b>			
Year Two					
	Fall Semester	Cr		Spring Semester	Cr
COUN 506	Career Counseling	3	COUN 508	Individual & Group Appraisal	3
COUN 507	Research & Measurement	3	COUN 520	Organizational & Administration of Counseling Services	3
CEDS 580	Psychology of the Exceptional Child	3	COUN 540	School Counseling Practicum	3
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>9</b>
	<b>Summer Session</b>	<b>Cr</b>			
COUN 535	Abnormal Psychology & Diagnostics	3			
COUN 531	Addictions Counseling	3			
	<b>TOTAL</b>	<b>6</b>			
Year Three					
	Fall Semester	Cr		Spring Semester	Cr
COUN 536	Trauma and Grief Counseling	3	COUN 518	School Consultation	3
COUN 540	School Counseling Internship I	3	COUN 541	School Counseling Internship II	3
	<b>TOTAL</b>	<b>6</b>		<b>TOTAL</b>	<b>6</b>

Note\* A passing score on a state approved, content assessment in School Counseling is required for **school counselor certification**. Candidates will be granted permission by the program to register and complete this test once specific program requirements have been met.

**Licensure**

All Counselor Education students interested in becoming a Licensed Professional Counselor (LPC) are required to take and pass either the National Counselor Examination (NCE) or the National Clinical Mental Health Counseling Examination (NCMHCE) offered by the National Board for Certified Counselors (NBCC). An application to the Georgia Board of Professional Counselors, Social Workers and Marriage & Family Therapists is required for students who want to practice in Georgia.

**Exit Exam**

All counselor education candidates are required to take and pass the Counseling Preparation Comprehensive Examination (CPCE). There is a cost for this exam and it is given in the fall of the semester prior to one's final semester, which is usually spring.

**Communication Exam**

All students must enroll in the communication skills course. Each student's performance will be reviewed at the end of their first semester. If performing satisfactorily, a "P" will be placed on students' official transcript. If the performance is unsatisfactorily, students must meet with their advisor to develop a remediation plan. Once the remediation plan is satisfied, a "P" will be placed on student's official transcript.

**Program Completion**

All students should review this catalog regularly as well as attend all advisement sessions with assigned advisors so as to ensure program completion. Failure to adhere to the program guidelines and advisor recommendations may result in a change in the graduation date.

**Clinical Field Experience**

All School of Education (SOE) students participating in any field experiences are required to complete a background check and fingerprinting prior to being placed in schools, human services/community agencies or government settings. Proof of liability insurance is also required.

## DEPARTMENT OF CURRICULUM AND INSTRUCTION

Clement Hall, Room 217

Telephone: (404) 880-8485

### Overview

The Department of Curriculum and Instruction offers graduate programs leading to the **Master of Arts Degree in Teaching (Broad Field Science and Mathematics)** for secondary education and the **Master's Degree in Special Education General Curriculum**. The Post-Baccalaureate Certification Program in Early Childhood Education enables students who have undergraduate degrees to prepare for Georgia teacher certification. The School of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE), now CAEP, and teacher certification programs in the Department of Curriculum and Instruction are approved by the Georgia Professional Standards Commission (GAPSC). Applicants who are interested in eligibility for teacher certification should contact the department chair. Further, all specific requirements for entry and matriculation are available at the Georgia Professional Standard Commission website. <https://www.gapsc.com/ProspectiveEducator/ProspectiveEducator.aspx>

### Mission

The mission of the Department of Curriculum and Instruction is to prepare candidates to meet the educational needs of P-12 learners in a multicultural global society.

### Vision

The Department vision is to prepare highly qualified candidates who will advance academic achievement of students in diverse P-12 populations through experiential outreach and the effective use of technology-driven pedagogy in global settings.

### Programs of Study

Master of Arts in Teaching: Grades 6-12

- I. Broad Field Science Concentration (36-37 Credits)
- II. Secondary Mathematics Concentration (36 Credits)

Master of Arts in Special Education-General Curriculum (36 Credits)

Post-Baccalaureate Certification Program in Early Childhood Education (42 Credits)

### Note

Graduation, program completion and certification are outlined in the flowchart beginning with the admissions requirement of a 3.0 GPA for all certification programs. Further, candidate must possess a pre-service certificate prior to enter clinical experiences. The background check, ethics requirements are outlined below:



## Initial Certification for Candidates Enrolled in In-State Institutions

### Induction Pathway 1

<b>Requirements for admission into Georgia Educator Preparation Provider (EPP)</b>	➤ Meet EPP's entrance GPA	2.5 minimum GPA with 10% allowance
	➤ Satisfy Program Admission Assessment or meet exemptions	<b>Program Admission Assessment exemptions:</b> <ul style="list-style-type: none"> <li>Qualifying SAT, ACT, or GRE scores <ul style="list-style-type: none"> <li>SAT – 1000 Combined on Critical Reading and Math</li> <li>ACT – 43 Combined on English and Math</li> <li>GRE – 297 Combined on Verbal and Quantitative</li> </ul> </li> <li>GaPSC-approved Basic Skills Tests from out-of-state</li> </ul>
<b>What to do once admitted into program</b>	➤ Create a MyPSC account	<a href="https://mypsc.gapsc.org/Register.aspx">https://mypsc.gapsc.org/Register.aspx</a>
	➤ Claim your enrollment in MyPSC once you receive an email to do so	<ul style="list-style-type: none"> <li>Claim program under the Program tab by selecting Program Provider and using your student ID</li> <li>❖ If you receive an error message, contact GaPSC.</li> </ul>
	➤ Take the Educator Ethics – Program Entry assessment (350) if enrolled after 7/1/14	<ul style="list-style-type: none"> <li>Under the Assessments tab in MyPSC, select reason #7.</li> <li>In the drop down menu, select Educator Ethics - Program Entry (350) and Add assessment to account.</li> <li>Once "Eligibility is Transferred," candidate will receive an email with a link to the test. <ul style="list-style-type: none"> <li><a href="https://gat.ethics.ets.org">https://gat.ethics.ets.org</a></li> <li>Select "Test Takers" under Registration to create an account</li> </ul> </li> </ul>
	➤ Provider will supply documentation required for the Pre-Service Certificate. Complete documentation and return to your provider	<ul style="list-style-type: none"> <li>Pre-Service Certificate Application signed and dated within 90 days</li> <li>Signed and notarized Verification of Lawful Presence (VLP) affidavit along with support documents</li> <li>Electronic verification of Educator Ethics-Program Entry assessment</li> <li>Program Admission Assessment or copy of exemption scores</li> </ul>
<b>Program Completion</b>	➤ Attempt certification assessments	<ul style="list-style-type: none"> <li>Provider grants test eligibility to you.</li> <li>Attempt the GACE Content, Educator Ethics – Program Exit (360), and edTPA assessments</li> <li>Provider can recommend you for certification to GaPSC</li> </ul>
<b>Induction Pathway 1 Certificate issuance</b>	➤ Must pass certification assessments	<ul style="list-style-type: none"> <li>You must pass the GACE Content, Educator Ethics – Program Exit (test code 360), and edTPA assessments for certification.</li> </ul>
	➤ Submit required documents for initial certification	<ul style="list-style-type: none"> <li>Initial Certification Application</li> <li>Electronic Program Completion Verification from provider</li> <li>Official transcripts from all colleges and universities attended</li> <li>Electronic verification of passed assessments</li> <li>Employer Assurance Form if employed in a Georgia LUA <ul style="list-style-type: none"> <li>Those meeting all requirements except employment will receive the Certificate of Eligibility (COE). Once employed, the LUA will need to apply to convert the COE.</li> </ul> </li> </ul>

Source: Georgia Professional Standards Commission

## **Master of Arts in Teaching: Grades 6-12**

### **Overview**

The **Master of Arts Degree in Teaching: Broad Field Science** (Grades 6-12) and the **Master of Arts Degree in Teaching: Secondary Mathematics** (Grades 6-12) prepares candidates for advanced study in teaching of broad field sciences or mathematics.

### **Program Objectives**

1. Provide a curriculum of in-depth content in science or mathematics appropriate for grades 6-12.
2. Provide best practices models and strategies in science and mathematics instruction.
3. Develop teacher candidates' skills to promote cognitive and experiential learning.
4. Employ a strategic use of contemporary technology throughout the curriculum.
5. Ensure that candidates understand and use data and information to assess and monitor students' knowledge, skills and performance.
6. Emphasize and model ways in which dispositions influences learning in the classroom.

### **Student Learning Outcomes**

Students pursuing the **Master of Arts Degree in Teaching in Grades 6-12** will:

1. Develop an in-depth knowledge of mathematics and /or science commensurate with the delivery of content standards in grade 6-12.
2. Demonstrate proficiency in using appropriate state-of-the-field pedagogy and technology to meet the learning needs of diverse student populations.
3. Engage in self-assessment of performance and dispositions to determine impact on student learning and modify their instruction to ensure continual improvements in teaching and student learning.
4. Connect learning to students' life experiences through an integration cultural elements and broad range of real-world issues.
5. Assess student performance and use outcomes data to improve teaching and learning.

In addition to passing the Comprehensive Examination, candidates seeking teacher certification must pass or be exempt from all relevant examinations required for certification by the State of Georgia. To participate in the required Field Experience and Clinical Practice in order to finish the degree program, candidates must satisfy criminal background check requirements. Students should contact the Department of Curriculum and Instruction to receive a copy of most recent approved state certification requirements.

## **Master of Arts Degree in Teaching: Broad Field Science, Grades 6-12 (36-37 Credits)**

### **Admissions Requirements**

Applicants to the **Master of Arts Degree in Teaching: Broad Field Science, Grades 6-12** must meet the General Admissions Requirements of the University as published in this Catalog with a required 3.0 GPA to be admitted to the certification program.

### **Degree Requirements**

In addition to the General Degree Requirements as published in this Catalog, students pursuing the **Master of Arts Degree in Teaching: Broad Field Science, Grades 6-12** must complete the



following course requirements and 200 field hours, 100 hours in grades 6-8 and 100 hours in grades 9-12.

**I. Course Requirements**

**Segment I: 9 Credits**

CCPS 503, Human Growth and Development (3)

CEDC 530, Foundations of Culturally Responsive and Relevant Pedagogical Practices (3)

CEDC 551, Research Design and Evaluation in Education (3)

**Segment IIA: 9-10 Credits**

CEDC 538, Trends, Issues and Approaches in Middle and Secondary Curriculum (3)

CEDC 510, Earth Systems Science (3)

CBIO/CPHY/CCHE XXX, Graduate level course in Biology, Physics, or Chemistry (3-4)

**Segment IIB: 9 Credits**

CEDC 570, Science for Grades 6-12 (3)\*

**and**

***Select two (2) of the following courses not represented by the previous degree area:***

CEDC 571, Physics for Grades 6-12 (3)

CEDC 572, Chemistry for Grades 6-12 (3)

CEDC 573, Biology for Grades 6-12 (3)

***\* 200 field hours: 100 hours in grades 6-8 and 100 hours in grades 9-12***

**Segment III: 9 Credits**

CEDC 553, Educational Research Practitioner's Paper (3)

CEDC 597, Internship – Grades 6-12 (6) (560 field hours, waived if already certified)

**II. Qualifying Examinations**

***Prerequisites include completion of all coursework and passing relevant GACE content examinations.***

**Plan of Study for Master of Arts Degree in Teaching Broad Field Science, Grades 6-12  
(36-37 Credits)**

Year One					
	Fall Semester	Cr		Spring Semester	Cr
CEDC 551	Research Design and Evaluation in Education	3	CEDC 538	Trends, Issues and Approaches in Middle Grades and Secondary Curriculum	3
CEDC 530	Foundations of Culturally Responsive and Relevant Pedagogical Practices	3	CEDC 510	Earth Systems Science	3
CCPS 503	Human Growth and Development	3	CBIO/CPHY/CHE 5XX	Graduate Biology, Physics, or Chemistry Course	3-4
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>9-10</b>
Year Two					
	Fall Semester	Cr		Spring Semester	Cr
CEDC 570*	Science for Grades 6-12	3	CEDC 553	Educational Research Practitioner's Paper	3
CEDC 571^	Physics for Grades 6-12	3	CEDC 597**	Internship Grades 6-12	6
CEDC 572^	Chemistry for Grades 6-12	3			
CEDC 573^	Biology for Grades 6-12	3			
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>9</b>
*200 Field Hours: 100 Hours in Grades 6-8 and 100 Hours in Grades 9-12					
**560 field hours (waived if already certified)					
^ Select any two courses not represented by previous degree area					

**Master of Arts Degree in Teaching: Secondary Mathematics in Grades 6-12 (36 Credits)**

**Admissions Requirements**

Applicants to the **Master of Arts Degree in Teaching: Broad Field Science, Grades 6-12** must meet the General Admissions Requirements of the University as published in this Catalog.

**Degree Requirements**

In addition to the General Degree Requirements as published in this Catalog and those specified by the School of Education, students pursuing the **Master of Arts Degree in Teaching: Secondary Mathematics, Grades 6-12** must complete the following course requirements:

**I. Course Requirements**

**Segment I: 9 Credits**

CCPS 503, Human Growth and Development (3)  
CEDC 530, Foundations of Culturally Responsive and Relevant Pedagogical Practices (3)  
CEDC 551, Research Design and Evaluation in Education (3)

**Segment IIA: 9 Credits**

CEDC 538, Trends, Issues and Approaches in Middle and Secondary Curriculum (3)  
CEDC 567, Calculus for Grades 6-12 (3)  
CEDC 568, Geometry for Grades 6-12 (3)

**Segment IIB: 9 Credits**

CEDC 569, Mathematics for Grades 6-12 (3)\*  
\*200 field hours: 100 hours in grades 6-8 and 100 hours in grades 9-12  
CMAT 5XX, Two (2) Graduate level mathematics courses (6)^

*^ Selected in consultation with the student's advisor*

### **Segment III: 9 Credits**

CEDC 553, Educational Research Practitioner's Paper (3)

CEDC 597, Internship – Grades 6-12 (6) (560 field hours, waived if already certified)

## **II. Qualifying Examinations**

*Prerequisites include completion of all coursework and passing relevant GACE content examinations.*

### **Plan of Study for Master of Arts Degree in Teaching Secondary Mathematics, Grades 6-12 (36 Credits)**

<b>Year One</b>					
	<b>Fall Semester</b>	<b>Cr</b>		<b>Spring Semester</b>	<b>Cr</b>
CEDC 551	Research Design and Evaluation in Education	3	CEDC 538	Trends, Issues and Approaches in Middle Grades and Secondary Curriculum	3
CEDC 530	Foundations of Culturally Responsive and Relevant Pedagogical Practices	3	CEDC 568	Geometry for Grades 6-12	3
CCPS 503	Human Growth and Development	3	CEDC 567	Calculus for Grades 6-12	3
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>9</b>
<b>Year Two</b>					
	<b>Fall Semester</b>	<b>Cr</b>		<b>Spring Semester</b>	<b>Cr</b>
CEDC 569*	Mathematics for Grades 6-12	3	CEDC 553	Educational Research Practitioner's Paper	3
CMAT 5XX	Graduate Level Mathematics Course	3	CEDC 597**	Internship Grades 6-12	6
CMAT 5XX	Graduate Level Mathematics Course	3			
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>9</b>
<i>*200 Field Hours: 100 Hours in Grades 6-8 and 100 Hours in Grades 9-12</i>					
<i>**560 hours (waived if already certified)</i>					

### **Master of Arts in Special Education General Curriculum (36 Credits)**

#### **Overview**

The **Master of Arts degree in Special Education General Curriculum** prepares candidates for advanced study in the teaching of P-12 students with disabilities whose individual education program indicates instruction using the general education curriculum and participation in general statewide assessment.

#### **Program Objectives**

1. Prepare candidates to teach P-12 students with disabilities.
2. Introduce candidates to theoretical models of social and behavioral characteristics and causes of disabilities that impact student learning.
3. Identify regulatory laws, practices and ethical standards pertinent to working with individuals with disabilities.
4. Train candidates to create and utilize research-based teaching strategies and interventions in the development of lesson plans and delivery of instruction

5. Prepare candidates to critically analyze, synthesize, and discuss, the latest research regarding teachers and their interactions with students with disabilities and those who are culturally and linguistically diverse.

### **Student Learning Outcomes**

Students pursuing the Master of Arts Degree in Special Education General Curriculum will:

1. Apply ethical standards regarding safe learning environments and delivery of instruction to students with disabilities.
2. Collaborate with teachers, parents, and other school personnel to provide a beneficial education to all students.
3. Manage classrooms effectively by identifying and analyzing challenges and providing appropriate solutions.
4. Conduct formal and informal functional behavioral assessments of student learning needs and develop behavior interventions plans.
5. Incorporate the use of various forms of technology in the preparation and delivery of instruction in classrooms.

### **Admissions Requirements**

Applicants to the **Master of Arts Degree in Special Education General Curriculum** must meet the General Admissions Requirements of the University as published in this Catalog with a GPA of 3.0 to begin any certification program.

### **Degree Requirements**

In addition to the General Degree Requirements as published in this Catalog and those specified by the School of Education, students pursuing the **Master of Arts Degree in Special Education General Curriculum** must complete the following course requirements:

#### **IX. Core Courses: 30 Credits**

CEDC 551, Research Design and Evaluation in Education (3) *or*  
CEDA 590, Educational Tests and Measurements (3)  
CEDS 578, Behavior Management (3)  
CEDS 579, Psychoeducational Evaluation for Teaching (3)  
CEDS 580, Psychology of Exceptional Education (3)  
CEDS 585, Developmental Problems in Speech and Language (3)  
CEDS 591, Nature and Needs of Students with Mild Disabilities (3)  
CEDS 592, Methods, Materials, and Curriculum for Students with Mild Disabilities (3)  
CEDS 593, Practicum for Special Education General Curriculum (3)  
CEDS 594, Internship for Special Education General Curriculum (3)  
CEDS 605, Diagnostic Reading for Teaching Reading (3)  
CEDS 606, Seminar for Prospective Special Education Teachers (0)

#### **Recommended Electives: 6 Credits**

CEDS 576, Cultural Diversity [offered in odd years] (3)  
CEDS 600, Curriculum for Exceptional Education [offered every other time of even years] (3)  
CEDS 642, Career Development [offered in even years] (3)

CEDS 643, Counseling Families of Exceptional Children and Youth [offered in odd years] (3)  
 CEDS 698, Legislative and Legal Aspects in Exceptional Education [offered in even years] (3)

**Certification Courses (if required): 3 Credits**

CEDC 262, Educational Technology (3)

**or**

CEDA 525, Technology and Information Systems (3)

**X. Qualifying Examinations**

Students must pass a comprehensive examination. Students seeking teacher certification must pass or be exempt from all relevant examinations required for certification by the State of Georgia.

**Plan of Study for Master of Arts Degree in Special Education-General Curriculum (36 Credits)  
 Three-Course Sequence**

Year One					
	Fall Semester – Segment 1	Cr		Spring Semester – Segment 2	Cr
CEDS 580	Psychology of Exceptional Education	3	CEDS 578	Behavior Management	3
CEDS 591	Nature and Needs of Students with Mild Disabilities	3	CEDS 579	Psychoeducational Evaluation	3
CEDS 592	Methods, Materials, and Curriculum for Students with Mild Disabilities	3	CEDS 585	Developmental Problems in Speech and Language	3
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>9</b>
Year Two					
	Fall Semester – Segment 3	Cr		Spring Semester – Segment 4	Cr
CEDS 593	Practicum for Special Education-General Curriculum	3	CEDS 594	Internship for Special Education General Curriculum	3
CEDS 606	Seminar for Prospective Special Education Teachers	0	CEDS 606	Seminar for Prospective Special Education Teachers	0
CEDS 605	Diagnostic Reading for Teaching Reading	3	CEDS XXX	Elective	3
CCPS 551 <b>or</b> CEDA 590	Research Design and Evaluation in Education <b>or</b> Educational Tests and Measurements	3	CEDS XXX	Elective	3
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>9</b>

**Plan of Study for Master of Arts Degree in Special Education-General Curriculum (36 Credits)  
Two-Course Sequence**

Year One					
	Fall Semester – Segment 1	Cr		Spring Semester – Segment 2	Cr
CEDS 591	Nature and Needs of Students with Mild Disabilities	3	CEDS 578	Behavior Management	3
CEDS 592	Methods, Materials, and Curriculum for Students with Mild Disabilities	3	CEDS 579	Psychoeducational Evaluation for Teaching	3
	<b>TOTAL</b>	<b>6</b>		<b>TOTAL</b>	<b>6</b>
Year Two					
	Fall Semester – Segment 3	Cr		Spring Semester – Segment 4	Cr
CEDS 580	Psychology of Exceptional Education	3	CEDS XXX	Elective	3
CEDS 605	Diagnostic Reading for Teaching Reading	3	CEDS XXX	Elective	3
	<b>TOTAL</b>	<b>6</b>		<b>TOTAL</b>	<b>6</b>
Year Three					
	Fall Semester – Segment 5	Cr		Spring Semester – Segment 6	Cr
CEDS 593	Practicum for Special Education General Curriculum	3	CEDS 594	Internship for Special Education General Curriculum	3
CEDA 590 <i>or</i> CEDC 551	Educational Tests and Measurements <i>or</i> Research Design and Evaluation in Education	3	CEDS 585	Developmental Problems in Speech and Language	3
CEDS 606	Seminar for Prospective Special Education Teachers	0	CEDS 606	Seminar for Prospective Special Education Teachers	0
	<b>TOTAL</b>	<b>6</b>		<b>TOTAL</b>	<b>6</b>

**Post-Baccalaureate Certification Program in Early Childhood Education (42 Credits)**

**Overview**

The Post-Baccalaureate Certification Program in Early Childhood Education does not lead to a degree. This program is for individuals who already have earned an undergraduate degree. Students usually have a variety of undergraduate academic backgrounds. Some students already have many of the courses they need for eligibility for certification in the area in which they chose to teach, while others may have almost none. For this reason, each student's program is highly individualized and is determined in consultation with the Coordinator of the Program after admission. Applicants should contact the Department Chair regarding preparation for certification through this program.

In addition to successful completion of Post-Baccalaureate Certification program requirements, the State of Georgia is the agency that certifies teachers. Certification for teaching in the State of Georgia currently requires passing scores determined by the State and denotes exemptions on the GACE Basic Skills assessments and relevant content examinations. Students should contact the Department of Curriculum and Instruction to receive a copy of most recent approved state certification requirements. In order to be recommended for certification by Clark Atlanta University, students must be admitted to this program in the School of Education.

**Program Objectives**

Graduates of the Post-Baccalaureate Program in Early Childhood Education will:

1. Prepare candidates to attain broad knowledge in liberal arts, mathematics, and the natural and social sciences commensurate with content standards of national professional organizations.

2. Train candidates to hone their dispositions, critical thinking skills, and knowledge of psychomotor, cognitive and affective domains.
3. Introduce candidates to authentic theoretical models of best practices based on research in teaching and learning for P-5 classrooms.
4. Prepare candidates to engage in critical reflective practices using their pre-professional experiences.

### **Student Learning Outcomes**

Students pursuing the **Post-Baccalaureate Program in Early Childhood Education** will:

1. Utilize a strong theoretical knowledge base of liberal arts, mathematics, and the natural and social sciences to prepare lesson plans.
2. Utilize high levels of critical thinking proficiency for working with diverse learners, their families, and communities.
3. Practice appropriate dispositions which support academic achievement of diverse learners.
4. Apply content knowledge and pedagogical and cultural competence in diverse field settings.
5. Use insights and reflections from pre-professional experiences that validate emerging professional development.

### **Admissions Requirements**

Admission to the **Post-Baccalaureate Program in Early Childhood Education** requires the following:

1. A baccalaureate degree from an accredited institution with a minimum grade point average of 3.0.
2. Submission of at least two (2) letters of recommendation: 1) Must be from a professor in the applicant's most recent degree program; and 2) should be from applicant's current or former supervisor or employer or from a program alumnus and/or community education stakeholder.
3. Passing scores on the GACE Basic Skills assessments or evidence of meeting the exemption criteria as established by the Georgia Professional Standards Commission;
4. Documentation of national background check results consistent with teacher certification requirements; and
5. Evidence of personal liability insurance prior to placement for all field experiences.

### **Program Completion Requirements**

In addition to the General Degree Requirements as published in this Catalog and those specified by the School of Education, students pursuing the **Post-Baccalaureate Certificate Program in Early Childhood Education** must complete the following course requirements:

#### **XI. Core Courses: 27 Credits**

- CEDC 262, Educational Technology (3)
- CEDC 360, Educational Measurement (3)
- CECE 415, Methods of Teaching Reading and Writing (3)
- CEDS 425, Introduction to Exceptional Education (3)
- CECE 426, Integrated Teaching of Elementary Mathematics and Science (3)
- CECE 452, Integrated Teaching of Social Studies and Language Arts (3)
- CEDC 501, Psychology of Early Childhood (3)
- CEDC 526, Curricular Integration of Creative Experiences for Young Children (3)



CECE 498, Developing Family and Community Relationships (3) *or*  
CEDA 530, School/Community Relations (3)

**Field Experience: 6 Credits**

CECE 213, Practicum I: Observing and Exploring (2)

CECE 313, Practicum II: Planning and Implementing (2)

CECE 316, Practicum III: Instructing, Connecting and Assessing (2)

**Clinical Practice: 9 Credits**

CEDC 595, Internship: Early Childhood Education (9)^

^Precludes the student taking any other courses or maintaining employment.

**Participation in a weekly seminar is required.**

Students seeking teacher certification must pass or be exempt from all relevant examinations required for certification by the State of Georgia. The opportunity to participate in Field Experience and Clinical Practice and therefore to finish the program depends on the candidate's ability to satisfy criminal background check requirements. Because programs in the Department of Curriculum must be responsive to state certification requirements, students should contact the department to receive a copy of the most recently approved program.

**Plan of Study for Post-Baccalaureate Certificate Program in Early Childhood Education  
(42 Credits)**

Year One					
	Fall Semester	Cr		Spring Semester	Cr
CECE 213	Practicum I: Observing and Exploring	2	CECE 313	Practicum II: Planning and Implementing	2
CEDC 262	Educational Technology	3	CEDC 360	Educational Measurement	3
CEDC 501	Psychology of Early Childhood	3	CECE 415	Methods of Teaching Reading and Writing	3
CEDC 526	Curricular Integration of Creative Experiences for Young Children	3	CEDS 425+	Introduction to Exceptional Education	3
	<b>TOTAL</b>	<b>11</b>		<b>TOTAL</b>	<b>11</b>
Year Two					
	Fall Semester	Cr		Spring Semester	Cr
CECE 316	Practicum III: Instructing, Connecting, and Assessing	2	CEDC 595^	Internship – Early Childhood Education	9
CECE 426	Integrated Teaching of Elementary Math and Science	3			
CECE 452	Integrated Teaching of Social Studies and Language Arts	3			
CEDA 530 <i>or</i> CECE 498	School/Community Relations <i>or</i> Developing Community and Family Relationships	3			
	<b>TOTAL</b>	<b>11</b>		<b>TOTAL</b>	<b>9</b>
+May be completed at the graduate level and must be completed in residence					
^ Precludes the student taking any other courses or maintaining employment					

**Department of Educational Leadership**  
**Clement Hall, Room 318**  
**Telephone: (404) 880-6015**

## **Overview**

The Department of Educational Leadership has a storied history during which it has produced generations of educational leaders for American schools and school districts. The department embraces the mission and core goals of the University and the School of Education, thereby seeking to prepare leaders who are well prepared for quality service and authentic advocacy for diverse schools and communities, with special emphasis on the urban centers. The department offers a comprehensive focus on leadership theories validated through a performance-based curriculum, with special emphasis on problem identification through use of various tools of research; on information and data analysis; on generating alternative strategies for addressing the strategic problems identified through this process; and on application of those strategies in the field through supervised performance-based clinical experience. The ultimate goal is to improve the academic performance of all students to meet contemporary standards in education leadership.

The Department of Educational Leadership offers graduate degrees in educational leadership administration and supervision for P-12 schools, at the Master's, Specialist, and Doctoral levels. Additionally, the Doctor of Education degree in Educational Leadership offers two delivery models for the Higher Education Leadership degree for individuals interested in working in colleges, universities, foundations, think tanks, governmental agencies, consultancies, and other endeavors. The Higher Education Leadership track is offered in the traditional face to face/hybrid model and in the fully online model with all required courses work completed in a 2 year time frame. Each of these programs is comprised of a planned program driven by strong content and focuses on developing and refining critical skills, and on identifying and enhancing dispositions that are aligned with national and state standards, especially the Council for Accreditation of Educator Preparation (CAEP), the Georgia Professional Standards Commission (GaPSC), and the Educational Leadership Constituent Council (ELCC).

To complete these programs, candidates must satisfy all program requirements, including course work with minimum final grades of "B"; clinical performance leadership field experience; and written comprehensive examinations.

Doctoral candidates in all programs must prepare and present a dissertation prospectus for faculty approval, and finally must develop and defend a scholarly dissertation. Applicants must meet the General Admissions Requirements of the University as well as those that might be unique to the School of Education and/or the Department of Educational Leadership.

The department employs a dedicated faculty with educational training and experience necessary to meet the high standards of the School of Education, the department, and the market demand.

## **Mission**

The mission of the Department of Educational Leadership is to prepare candidates with knowledge, skills, and dispositions needed to serve as transformative leaders to improve academic outcomes of students in diverse schools and communities locally, nationally, and internationally.

## **Vision**

The Department of Educational Leadership will prepare candidates for leadership, research, and consultative service to school districts at the building and district levels and to other educational institutions in accord with standards and guidelines approved by the Georgia Professional Standards Commission (*GaPSC*), CAEP, and the Educational Leadership Constituent Council (*ELCC*).

## **Programs of Study**

Master of Arts Degree in Educational Leadership (30 Credits)

1. Specialist in Education Degree in Educational Leadership – Post-Master’s Degree (33 Credits)
2. Doctor of Education Degree in Educational Leadership  
*P-12 Track* (63 Credits)
3. Doctor of Education Degree in Higher Education Track: Traditional and Online Delivery  
*Higher Education Track* (60 credits)

In accordance with the Georgia Professional Standards Commission (GaPSC) Educator Preparation Rules 505-3-7.76, *Alternative Preparation for Educational Leadership Program* and 505-3-77, *Educational Leadership Program* established the requirements and standards for programs preparing in Georgia educational leadership certification. The following Tier Leadership programs were established July 15, 2018.

## **Tier I Master of Arts Degree in Educational Leadership (30 Credits)**

### **Overview**

The **Tier I Master of Arts Degree in Educational Leadership** provides a sound introductory foundation of prescribed content courses plus two semesters of supervised field experience to enhance the knowledge, skills, and dispositions of those pursuing the degree.

### **Admissions Requirements (Traditional Preparation) Students Self- Select**

In addition to the General Admissions Requirements of the University as published in this Catalog and the School of Education, applicants to the Tier I Master of Arts Degree in Educational Leadership must be open to those who meet the admission requirements set forth in GaPSC Rule 505-3-01 :

1. Completed application
2. An autobiographical sketch that explains reasons for applying to the program, as well as professional goals and relevance of the program to achieving these goals;
3. Evidence of leadership potential as documented by the applicant’s resume
4. 2.7 GPA

5. All post-secondary transcripts
6. Three letters of reference
7. Quantitative, verbal, and writing GRE scores no older than five years.
8. A personal or group interview

#### **Program Objectives**

1. Prepare candidates with knowledge base, undergirded by theories and scholarly research that informs contemporary leadership practice in P-12 schools and school districts.
2. Train candidates with skills demanded of contemporary educational leaders to provide transformational leadership in an ever-expanding diverse educational environment.
3. Introduce legal and ethical principles that inform educational leaders' decision-making and leadership behaviors.
4. Identify critical role that partnerships between the school and school community play in providing leadership in 21st Century P-12 schools.
5. Prepare candidates to use appropriate research tools needed to become highly effective leader in diverse schools and communities.

#### **Student Learning Outcomes are aligned to the Georgia Professional Leadership Performance Standards:**

Students pursuing the **Tier I Master of Arts Degree in Educational Leadership** will:

1. Apply theoretical knowledge and practical skills to identify and assess instructional program effectiveness and leadership issues in diverse P-12 schools and school districts.
2. Discuss legal and ethical principles leaders use in decision-making in contemporary schools and school districts.
3. Develop and utilize models of productive partnerships between schools and school districts in diverse settings.
4. Conduct action or empirical research to improve school or district effectiveness utilizing appropriate research tools.
5. Incorporate the use of various forms of technology in the preparation and delivery of leadership project presentations.
6. Participate in planned performance leadership internships with partner school district to provide authentic work opportunities as well as to receive mentoring support from local school administrators. This requirement is met by meeting the 250 + clock hours of practicum experience in collaboration with local school districts.
7. Successfully pass the Departmental Comprehensive Examination with a grade of 80 or above.

#### **Degree Requirements**

Students pursuing the **Tier I Master of Arts Degree in Educational Leadership** must meet the General Degree Requirements as published in this Catalog, and complete the following requirements:

##### **I. Course Requirements: 18 Credits**

##### **Strategic Leadership: 3 Credits**

CEDA 500, Introduction to Educational Administration and Supervision (3)

CSDE 500, Communication Skills Examination (0)

**Instructional Leadership: 3 Credits**

CEDA 510, Curriculum Planning for Educational Leaders (3)

**Organizational Leadership: 3 Credits**

CEDA 520, Educational Resource Management (3)

**Political and Community Leadership: 9 Credits**

CEDA 530, School/Community Relations (3)

CEDA 535, Education Policy and the Law (3)

CEDF 550, History of Urban Education (3) *or*

CEDF 553, Schooling and the Urban Community (3)

**II. Research and Evaluation: 6 Credits**

CEDA 590, Educational Test &amp; Measurements (3)

CEDA 599, Research for School Improvement (3)

**III. Internship: 6 Credits**

CEDA 560, Practicum for the Master's Degree I (3)

CEDA 561, Practicum for the Master's Degree II (3)

**Note:** All SOE field experiences require that all SOE students are required to complete a background check prior to field placement in schools, human services/community agencies and any government setting.

**Plan of Study for Tier I Master of Arts Degree in Educational Leadership (30 Credits)**

Year One					
	Fall Semester	Cr		Spring Semester	Cr
CEDA 500	Introduction to Educational Administration and Supervision	3	CEDA 510	Curriculum Planning for Educational Leaders	3
CEDA 520	Educational Resource Management	3	CEDA 535	Education Policy and the Law	3
CEDA 530	School/Community Relations	3	CEDF 550 <i>or</i> CEDF 553	History of Urban Education <i>or</i> Schooling and the Urban Community	3
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>9</b>
Year Two					
	Fall Semester	Cr		Spring Semester	Cr
CEDA 590	Educational Test and Measurements	3	CEDA 599	Research for School Improvement	3
CEDA 560	Practicum for the Master's Degree I	3	CEDA 561	Practicum for the Master's Degree II	3
	<b>TOTAL</b>	<b>6</b>		<b>TOTAL</b>	<b>6</b>

**Educational Leadership Certificate Requirements for Tier I Master Degree**

1. Completion of a GaPSC-approved Tier I Education Leadership certification program;
2. Completion or exemption of all applicable Special Georgia Requirements (See GaPSC Rule 505-2-24 Special Georgia Requirements :

- Passing score on the GACE Educational Leadership content assessment;
- Passing score on the Ethnics for Educational Leadership Assessment- Program Exit and
- Completion of the Special Education requirement.
- Employed by a Georgia LUA, with the following exceptions;
- An educator who already holds a valid Georgia certification in another field is not required to be employed to add the field to their certificate
- An individual who has met all requirements for the Standard Professional certificate except for employment may receive a Certificate of Eligibility upon application.

## **Specialist in Education Degree in Educational Leadership – Post-Master’s Degree (33 Credits)**

### **Program Overview**

The specialist program is designed to provide advanced preparation to educational leaders at the building and district levels. This program is performance-based and thereby provides for application and synthesis of basic concepts in educational leadership. Evidence of a certificate in educational leadership and employment by a school district in an approved leadership position are required for persons seeking NL-6 certification by the Georgia Professional Standards Commission (GaPSC).

### **Admissions Requirements**

Applicants seeking admission to the **Specialist in Education Degree in Educational Leadership** must meet the General Admissions Requirements of the University as published in this Catalog including the following:

1. Completed application
2. Have at least three years of successful P-12 school experience; and
3. Demonstrate evidence of leadership potential.
4. Hold a current P-12 Leadership Certificate
5. All post-secondary transcripts
6. Quantitative, verbal, and writing GRE scores no older than five years
7. 3.0 GPA
8. Statement of Intent
9. Three letters of reference
10. A personal or group interview

### **Program Objectives are aligned to the Georgia Performance Leadership Standards**

1. Prepare candidates with knowledge of educational leadership theories beyond that received in the master’s degree preparation program.
2. Introduce candidates to performance-based learning competencies needed to serve as advocates for productive educational access and equity in pursuance of educational excellence.
3. Train candidates to model the professional and ethical principles required of educational leaders, especially in diverse schools and communities.
4. Prepare candidates to apply effective leadership competencies at the building level and/or at the district level.

5. Train candidates for an extended supervised Performance Based Leadership clinical experience that validate knowledge, skills, and dispositions acquired through the core courses of their program.

### **Student Learning Outcomes**

Students pursuing the **Specialist in Education Degree in Educational Leadership** will:

1. Apply appropriate theoretical knowledge and practices to solve issues and make decisions as educational leader, especially in diverse schools and communities.
2. Develop and utilize model of professional and ethical behaviors in their roles as educational leaders in P-12 schools and communities that serve diverse students.
3. Serve as authentic advocates for educational access, equity, and excellence in P-12 schools that serve students in diverse communities.
4. Practice effective leadership strategies at the building level and at the district level of P-12 schools and communities.
5. Conduct research related to emerging issues in contemporary schools and school districts utilizing appropriate research tools.
6. Successfully pass the Comprehensive Examination with a grade of 80 or above.
7. Successfully pass the required Departmental Comprehensive Examination with a grade of 80 or above

### **Degree Requirements**

Students pursuing the Specialist in Education Degree in Educational Leadership must meet the General Degree Requirements as published in this Catalog and in the Georgia Professional Commission requirements for certifications. The Specialist in Education degree program requires **thirty-three (33)** graduate credits of coursework at the 600 level beyond the Master's degree including two semesters of extended supervised field experience.

### **Educational Leadership Certification Requirements for Specialist in Education Degree**

Please visit [www.gapsc.com](http://www.gapsc.com) for the most recent information regarding these requirements.

#### **1. Course Requirements: 33 Credits**

##### **Strategic Leadership: 6 Credits**

CEDA 600, Administration of the Urban School System (3)

CEDA 601, Strategic Planning for Systemic Reform (3)

##### **Instructional Leadership: 9 Credits**

CEDA 610, Administration and Supervision of the Instructional Program (3)

CEDA 612, Student Personnel Administration (3)

CEDA 614, Staff Personnel Administration (3)

##### **Organizational Leadership: 3 Credits**

CEDA 620, Economics of Educational Equity (3)

##### **Political and Community Leadership: 3 Credits**

CEDA 630, Community Educational Leadership (3) *or*



CEDF 654, Education and Urban Development (3)

## XII. Research and Evaluation: 6 Credits

CEDA 690, Systematic Educational Evaluation (3)

CEDA 699, Research Methods in Organization (3)

## XIII. Internship: 6 Credits

CEDA 660, Advanced Practicum I (3)

CEDA 661, Advanced Practicum II (3)

**Note:** All SOE field experiences require that all SOE students are required to complete a background check prior to field placement in schools, human services/community agencies, and any government setting.

### Plan of Study for Specialist in Education Degree in Educational Leadership (33 Credits)

Year One					
	Fall Semester	Cr		Spring Semester	Cr
CEDA 600	Administration of the Urban School System	3	CEDA 601	Strategic Planning for Systemic Reform	3
CEDA 610	Administration and Supervision of the Instructional Program	3	CEDA 614	Staff Personnel Administration	3
CEDA 612	Student Personnel Administration	3	CEDA 620	Economics of Educational Equity	3
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>9</b>
Year Two					
	Fall Semester	Cr		Spring Semester	Cr
CEDA 630 <i>or</i> CEDF 654	Community Educational Leadership <i>or</i> Education and Urban Development	3	CEDA 699	Research Methods in Organization	3
CEDA 690	Systematic Educational Evaluation	3	CEDA 661	Advanced Practicum II	3
CEDA 660	Advanced Practicum I	3			
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>6</b>

## Tier II Doctor of Education Degree in Educational Leadership – P-12 School Leadership Track (63 Credits)

### Overview

Fundamental to the aims of the doctorate degree is the development of skills in educational research, program evaluation and policy studies. An appropriate master's degree is required for admission to this program. Applicants must be prepared to complete 750 clock hours of performance leadership in a local school district. Additionally, applicants seeking PL-7 certification by the Georgia Professional Standards Commission must provide evidence of holding current certification in educational leadership and that she/he is employed in an approved leadership position in a school district. These program requirements are met by the co-construction of Tier II admission criteria with P-12 partners/employees.

### Admissions Requirements

Applicants seeking admission to the Doctor of Education Degree in Educational Leadership – P-12 Track must meet the General Admissions Requirements of the University as published in this Catalog including the following criteria:

1. Hold a Tier I Master's degree certification or hold a Tier II certificate that based on completion of an Educational leadership program that led to a Georgia L or PL certificate.
2. Applicants seeking to use the doctoral program for state licensure purposes must be employed in a leadership position in their school district as certified by their superintendent at the time of application.
3. Meet program admission criteria and admission criterial specified by the EPP and in the partnership agreements with employees of potential candidates
4. 3.0 GPA
5. A current resume.
6. Three letters of recommendations (two from present or former professors in the candidate's last degree program and one from a supervisor in the applicant's professional field.
7. Quantitative, verbal, and writing portions of the GRE exam no older than five years.
8. A personal or group interview.

**Program Objectives are aligned to the Georgia Professional Leadership Performance Standards:**

1. Prepare school leaders to apply and synthesize in workplace environments strategic, instructional, organizational and political/community contextual leadership skills, content and knowledge.
2. Introduce theoretical and functional knowledge of law and policy in school governance and processes as well as ethical implications of policy development to meet the needs of urban communities.
3. Familiarize candidates with strategic planning, evaluation and use of results for managing school resources, designing curricular and instructional programs, creating organizational climate and conditions for effective human resource development, and improving instruction and educational services, productivity and outcomes
4. Prepare candidates to conduct research activities utilizing appropriate technology and communication skills
5. Develop leadership abilities for communicating and involving varied constituencies to build support for optimal student, family and community development, school improvement and systems change
6. Successfully pass the required Comprehensive Examination with a Grade of 80 or above.
7. Prepare candidates for careers in leadership roles in educational administration, including both local site administration and central office positions
8. Prepare school leaders to become principals or administrators at the district office level.

**Student Learning Outcomes**

Students pursuing the **Tier II/ Doctor of Education Degree in Educational Leadership** will meet all

1. Use Performance Based leadership to documented knowledge, skills, and dispositions needed to manage the educational program at the building and/or district level(s)
2. Apply theoretical concepts and functional knowledge of Strategic, Organizational, Instructional and Community/Political Leadership in addressing current issues and identifying advancement in school administration and supervision
3. Diagnose problems at the building or district level and devise appropriate solutions

4. Design and conduct valid research on instructional, administrative and/or school-community issues
5. Successfully pass the Departmental Comprehensive Examination with a grade of 80 or above.

## **Degree Requirements**

Students pursuing the **Tier II/ Doctor of Education Degree in Educational Leadership – P-12 Track** must complete General Degree Requirements as published in this Catalog. The program requires a minimum of **sixty-three (63)** credits beyond the Master of Arts Degree in Educational Leadership and emphasizes both theoretical studies and application. A minimum of forty-eight (48) graduate credits must be completed in residence.

### **I. Course Requirements: 63 Credits**

CEDA 500, Introduction to Educational Administration and Supervision (3)\*

**\*Only required for candidates without a degree or certification in educational leadership**

#### **Strategic Leadership: 9 Credits**

CEDA 600, Administration of the Urban School System (3)

CEDA 601, Strategic Planning for Systemic Reform (3)

CEDA 709, Seminar in Strategic Leadership (3)

#### **Instructional Leadership: 12 Credits**

CEDA 610, Administration and Supervision of the Instructional Program (3)

CEDA 612, Student Personnel Administration (3)

CEDA 614, Staff Personnel Administration (3)

CEDA 719, Seminar in Instructional Leadership (3)

#### **Organizational Leadership: 6 Credits**

CEDA 620, Economics of Educational Equity (3)

CEDA 729, Seminar in Organizational Leadership (3)

#### **Political and Community Leadership: 12 Credits**

CEDA 630, Community Educational Leadership (3) **or**

CEDF 654, Education and Urban Development (3)

CEDA 730, Politics of Urban Education (3)

CEDA 735, Educational Policy Analysis (3)

CEDA 739, Seminar in Political/Community Leadership (3)

### **II. Research and Evaluation: 18 Credits**

CEDA 690, Systematic Educational Evaluation (3)

CEDA 699, Research Methods in Organization (3)

CEDA 790, Quantitative Research Methodology in Education (3)

CEDA 791, Directed Research (Elective) (3)

CEDA 795, Qualitative Research Methodology in Education (3)

CEDA 990, Doctoral Advisement (1)\*

CEDA 995, Dissertation Research I: Prospectus Defense (3)

CEDA 995, Dissertation Research II: Dissertation Defense (3)

**\*Students may need to take CEDA 990 Doctoral Advisement (1 credit) depending on progress toward dissertation research.**

**III. Internship: 6 Credits**

CEDA 660, Advanced Practicum I (3)

CEDA 661, Advanced Practicum II (3)

**Note:** All SOE field experiences require that SOE students are required to complete a background check prior to field placement in schools, human services/community agencies and any government setting.

**IV. Qualifying Examination**

Candidates must successfully pass a written Preliminary Examination (after completing 12 hours of study and a formal comprehensive written examination.

**V. Dissertation Research Prospectus and Defense**

Candidates must prepare and present a dissertation prospectus for faculty approval, and finally must develop and defend a scholarly dissertation.

**Plan of Study for Tier II/ Doctor of Education in Educational Leadership – P-12 Track  
(63 Credits)**

Year One					
	Fall Semester	Cr		Spring Semester	Cr
CEDA 600	Administration of the Urban School System	3	CEDA 601	Strategic Planning for Systemic Reform	3
CEDA 630 or CEDF 654	Community Educational Leadership or Education and Urban Development	3	CEDA 620	Economics of Educational Equity	3
CEDA 719	Seminar in Instructional Leadership	3	CEDA 709	Seminar in Strategic Leadership	3
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>9</b>
Year Two					
	Fall Semester	Cr		Spring Semester	Cr
CEDA 612	Student Personnel Administration	3	CEDA 614	Staff Personnel Administration	3
CEDA 690	Systematic Educational Evaluation	3	CEDA 739	Seminar in Political/Community Leadership	3
CEDA 729	Seminar in Organizational Leadership	3	CEDA 795	Qualitative Research Methodology in Education	3
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>9</b>
Year Three					
	Fall Semester	Cr		Spring Semester	Cr
CEDA 610	Administration and Supervision of the Instructional Program	3	CEDA 699	Research Methods in Organization	3
CEDA 790	Quantitative Research Methodology in Education	3	CEDA 735	Educational Policy Analysis	3
			CEDA 730	Politics of Urban Education	3
	<b>TOTAL</b>	<b>6</b>		<b>TOTAL</b>	<b>9</b>
Year Four					
	Fall Semester	Cr		Spring Semester	Cr
CEDA 660	Advanced Practicum I	3	CEDA 661	Advanced Practicum II	3
CEDA 995	Dissertation Research I: Prospectus Defense	3	CEDA 995	Dissertation Research II: Dissertation Defense	3
	<b>TOTAL</b>	<b>6</b>		<b>TOTAL</b>	<b>6</b>

### **Certification Requirements for Tier II Doctor of Education Leadership**

1. Candidates completing a Tier II program shall be required to take the Georgia Performance Assessment for Educational Leadership (PASAL)
2. Passing score on the Ethics for Educational Leadership Assessment
3. Completion of the Special Education Requirement:
4. Passing score on the GACE Educational content assessment if not previously met to qualify for the Tier I certificate; and
5. Employment by a Georgia LUA, with the following exceptions:  
An educator who already holds a valid Georgia certification in another field is not required to be employed to add the field to their certificate; and
6. An individual who has met all requirements for the Performance- Based Professional certificate except for employment may receive a Certificate of Eligibility upon application.

### **Doctor of Education in Educational Leadership – Higher Education Track (60 Credits)**

#### **Program Overview for the Traditional Higher Education Degree Program**

The program, while addressing a key strategic priority of the university-building and sustaining strong academic programs addresses, a market demand for preparing an expanded pipeline of well trained and highly qualified education leaders for contemporary and future postsecondary educational colleges and universities, agencies, foundations, and other non-P-12 educational institutions. This degree program is offered in both the traditional classroom format and a 2 year fully online delivery of all course requirements.

#### **Program Overview for the Online Higher Education Degree Program**

The program follows the same general overview as above. The unique feature of this program is it the University's first fully online delivery degree program. The courses are offered in an accelerated delivery of seven week modules by certified tTech professors. Each semester students will complete 12 hours of required course work. Additionally, the program objectives and learning outcomes are the same.

#### **Admissions Requirements**

Applicants seeking admission to the Doctor of Education Degree in Educational Leadership – Higher Education Track must meet the General Admissions Requirements of the University as published in this Catalog including the following criteria:

1. A completed application
2. Evidence of leadership potential
3. All post-secondary transcripts
4. 3.0 GPA
5. A letter of intent
6. Three letters of reference
7. Minimum of MA/MS or equivalent degree from an approved institution
8. A personal or group interview

### **Additional Online Higher Educational Degree Program Admission Requirements**

- Participate in an electronic interview with select faculty
- Complete a required writing sample with a 24 hour time period

### **Program Objectives**

1. Prepare postsecondary education leaders to apply and synthesize in workplace environments strategic, instructional, organizational and political/community contextual leadership skills, content and knowledge
2. Introduce theoretical and functional knowledge of law and policy in private and public colleges and universities governance and processes as well as ethical implications of policy development to meet the needs of higher education communities
3. Familiarize candidates with strategic planning, evaluation and use of results for managing postsecondary school resources, instructional and educational support programs and services, human resources for efficiency, productivity and outcomes
4. Develop leadership abilities for communicating and involving varied constituencies to build support for optimal student development and stakeholder engagement
5. Prepare candidates to conduct research activities in higher education utilizing appropriate technology and communication skills
6. Prepare candidates for careers in leadership roles in higher education administration

### **Student Learning Outcomes**

Students pursuing the **Doctor of Education Degree in Educational Leadership – Higher Education Track** will:

1. Use field-based documented knowledge, skills, and dispositions needed to manage the educational programs, services and resources at private or public colleges and universities
2. Diagnose problems at the institutional level and apply theoretical concepts and functional knowledge of Strategic, Organizational, Instructional and Community/Political Leadership in addressing current issues and identifying advancement in postsecondary education administration
3. Design and conduct valid research on instructional, administrative and/or community based issues
4. Use research processes and tools to help institutions and agencies create greater synergy and to become more productive in the pursuance of their vision and mission.
5. Successfully completing the required Departmental Comprehensive Examination with a passing grade of 80 or better.

### **Degree Requirements**

Students pursuing the **Doctor of Education Degree in Educational Leadership – Higher Education Track** must complete all degree requirements as published in this Catalog. The degree program requires completion of a minimum of **sixty (60)** credit hours beyond the Master's degree or an equivalent degree in an acceptable field. A minimum of 48 credit hours must be completed in residence at Clark Atlanta University.

### **Course Load limitations**

Graduate students are not permitted to enroll for more than nine (9) credits per semester without approval of the Department Chair and the School Dean.

## **I. Course Requirements: 60 Credits**

### **Core Courses: 30 Credits**

CHED 600, Administration and Governance of Higher Education (3)  
CHED 610, History of American Higher Education (3)  
CHED 630, Strategic Planning (3)  
CHED 650, Student Affairs and Academic Services (3)  
CHED 660, Human Resources Administration (3)  
CHED 670, Higher Education Finance (3)  
CHED 680, Social Justice and Diversity in Higher Education (3)  
CHED 700, Organization Leadership and Theory (3)  
CHED 720, Higher Education Policy Development and Analysis (3)  
CHED 750, Law and Ethics in Higher Education (3)

### **Research and Evaluation: 18 Credits**

CHED 690, Program Assessment and Evaluation (3)  
CHED 699, Research Methods (3)  
CHED 790, Quantitative Research Methodology (3)  
CHED 795, Qualitative Research Methodology (3)  
CHED 990, Doctoral Advisement (1)  
CHED 995, Dissertation Research I: Prospectus Defense (3)  
CHED 995, Dissertation Research II: Dissertation Defense (3)

**\*Students may need to take CHED 990 Doctoral Advisement (1 credit) depending on progress toward dissertation research.**

### **Cognate/Electives: 12 Credits**

CHED 620, Community College Leadership and Practice (3)  
CHED 640, University Teaching and Learning, Theory and Practice (3)  
CHED 710, Managing Political Conflict in Higher Education (3)  
CHED 730, International Higher Education (3)  
CHED 740, Leading Change to Develop and Empower Communities (3)  
CHED 760, Principles of College Student Recruitment and Retention (3)  
CHED 770, Faculty Issues in American Colleges and Universities (3)  
CHED 780, Student Development and Learning (3)  
CHED 791, Directed Research (3)

## **II. Qualifying Examination**

Candidates must successfully pass a written Preliminary Examination (after completing 12 hours of study and a formal comprehensive written examination).

## **III. Dissertation Research Prospectus and Defense**

Candidates must prepare and present a dissertation prospectus for faculty approval, and finally must develop and defend a scholarly dissertation.



The following is the Planned Program for the Online Higher Education Degree Program:

**Plan of Study for Doctor of Education in the Online Educational Leadership  
Higher Education Track (60 Credits)**

Year One					
	Spring Semester	Cr		Summer Session	Cr
CHED 610	History of American Higher Education	3	CHED 600	Administration and Governance of Higher Education	3
CHED 699	Research Methods	3	CHED XXX	Cognate/Elective	3
	<b>TOTAL</b>	<b>6</b>		<b>TOTAL</b>	<b>6</b>
	Fall Semester	Cr			
CHED 690	Program Assessment and Evaluation	3			
CHED 700	Organizational Leadership and Theory	3			
	Preliminary Examination	0			
	<b>TOTAL</b>	<b>6</b>			
Year Two					
	Spring Semester	Cr		Summer Session	Cr
CHED 795	Qualitative Research	3	CHED 650	Student Affairs and Academic Services	3
CHED 630	Strategic Planning	3	CHED XXX	Cognate/Elective	3
	<b>TOTAL</b>	<b>6</b>		<b>TOTAL</b>	<b>6</b>
	Fall Semester	Cr			
CHED 790	Quantitative Research	3			
CHED 660	Human Resources Administration	3			
	<b>TOTAL</b>	<b>6</b>			
Year Three					
	Spring Semester	Cr		Summer Session	Cr
CHED 670	Higher Education Finance	3	CHED 680	Social Justice and Diversity in Higher Education	3
CHED 720	Higher Education Policy and Analysis	3	CHED XXX	Cognate/Elective	3
	<b>TOTAL</b>	<b>6</b>		<b>TOTAL</b>	<b>6</b>
	Fall Semester	Cr			
CHED 750	Law and Ethics in Higher Education	3			
CHED XXX	Cognate/Elective	3			
	Comprehensive Examination	0			
	<b>TOTAL</b>	<b>6</b>			
Year Four					
	Spring Semester	Cr		Fall Semester	Cr
CHED 995	Dissertation Research I: Prospectus Defense	3	CHED 995	Dissertation Research II: Dissertation Defense	3
	<b>TOTAL</b>	<b>3</b>		<b>TOTAL</b>	<b>3</b>

## **Whitney M. Young, Jr., School of Social Work**

### **Office of the Dean**

**Thayer Hall**

**Telephone: (404)-880-8549**

The Whitney M. Young, Jr., School of Social Work was founded in 1920 and incorporated under the laws of the State of Georgia in 1925. The School was granted membership in the American Association of Schools of Social Work in 1928 and when the accrediting body was succeeded by the Council on Social Work Education in 1952 the School became a chartered member and has maintained its accreditation since then. The School of Social Work has an extraordinary heritage that began with Forrester Blanchard Washington, the third Director of the School. He was a visionary African American social worker who led the Atlanta School of Social Work from 1927–1947 and the Atlanta University School of Social Work from 1947–1954. Washington sought to transform social welfare conditions in the South by developing a much needed educational institution to train African American social workers. Washington's legacy lives in the continued viability of the School that celebrated its 90th year in October 2010.

### **Mission**

The mission of the Whitney M. Young, Jr., School of Social Work is to prepare social work professionals, practitioners, and leaders with the knowledge, skills, and abilities to address culturally diverse human and social issues locally, nationally, and internationally.

### **Vision**

The School's vision is to provide relevant social work programs, practice and research that will empower and sustain social work professionals to serve diverse populations in a variety of settings.

The School prepares professionals who demonstrate a heightened sense of social consciousness to be creative, responsible, and are committed to search for solutions to problems of poverty, social, economic and environmental injustices, sexism, racism, and other forms of oppressions in society, while preserving the heritage of the African American people. A liberal arts foundation provides the basis upon which the program core is shaped, supported, and implemented through its baccalaureate, master and doctoral degree programs. The School maintains relationships of mutual respect with alumni, affiliated agencies, other local, state and national agencies and professional organizations.

The Whitney M. Young, Jr., School of Social Work is accredited by the Council on Social Work Education (CWSE) and is committed to advance the aims of the profession through education for excellence in social work practice and to the core values of the profession.

### **Programs of Study**

Master of Social Work Degree\* (59 Credits) Specializations:

- Child and Family
- Health/Mental Health

**\*This program offers five-degree completion options: 1) Two-Year Option (59 Credits); 2) Two-Year Option B (59 Credits); 3) Two-Year Option C (59 Credits); 4) Three-Year Option (59 Credits); and 5) One-Year, Full-Time Advanced Standing Option (38 Credits)**  
Doctor of Philosophy Degree in Social Work (72 Credits)

## **Social Work Master's Degree Program**

### **Program Director**

**Thayer Hall, Room 232**

**Telephone: (404) 880-8531**

### **Program Overview**

The **Master of Social Work Degree** Program provides a quality graduate education to prepare students to be excellent direct service social work practitioners. The Program prepares students to demonstrate a heightened sense of social consciousness and to become culturally competent social workers capable of addressing and resolving complex social problems and issues affecting diverse groups in a variety of settings. However, the emphasis is to prepare graduates to be creative and responsible social work professionals who, in pursuit of social justice within a global context, demonstrate commitment to the search for solutions to problems affecting the African-American community, with a focus on children, families, and males within the context of family and community.

The **Master of Social Work Degree Program** further seeks to advance the aims of the profession through education for excellence in advanced clinical social work practice and offers two specializations: 1) Child and Family and 2) Health/Mental Health. Both specializations utilize ecological and systems theories as a base though they draw upon other theories including developmental and life-stage theories. Three major integrative themes undergird the curriculum: Afrocentric Perspective; Humanistic Values; and Autonomous Social Work Practice Roles.

The Program mission is built upon a liberal arts base and an Afrocentric, autonomous social work practice model heavily guided by humanistic values that enable students to engage in competent practice.

### **Mission**

The mission of the Master of Social Work Program is to provide to prepare social work practitioners who, in pursuit of social justice within a global context, demonstrate commitment to service and serving problems affecting diverse individuals, families, groups, organizations, and communities.

### **Vision**

The vision of the Master of Social Work Program is to create social work professional program practitioners with knowledge, values and skills for research, advocacy, and practice to be effective and culturally competent with a strong impact on diverse global populations.

### **Program of Study Master of Social Work**

The Master of Social Work Degree Program offers the following five degree completion plan of study options:

- 1) Two-Year Option A (59 Credits)
- 2) Two-Year Option B (59 Credits)
- 3) Two-Year Option C Spring Enrollment (59 Credits)
- 4) Three-Year Option (59 Credits)
- 5) One-Year, Full-Time Advanced Standing Option (38 Credits)

## Admissions Requirements

In addition to the General Admissions Requirements as published in this Catalog, all applicants to the Master of Social Work Degree for the Two-Year, Full-Time; Three-Year, Part-Time Option; and One-Year, Full-Time Advanced Standing Option must submit a personal statement. The applicants for the One-Year, Full-Time Advanced Standing Option must have a Bachelor's degree in social work from a Council on Social Work Education (CSWE) accredited program in order to be eligible for Advanced Standing. The GRE is waived for application to the MSW Program.

All applicants for the **Master of Social Work Degree** must have completed a minimum of twenty-seven (27) liberal arts undergraduate credit hours as follows:

Human Biology (3)

Humanities (21)

Mathematics (3)

Applicants who have liberal arts deficiencies may be admitted conditionally, such students must complete all liberal arts requirements during their matriculation in the MSW program.

**Note: The Master of Social Work Degree program does not permit academic credit for life or work experience.**

## Program Objectives

1. Prepare graduate students for service in the social work profession as competent advanced direct social work practitioners.
2. Prepare students to apply multiple theoretical frameworks and practice models to work with client systems of all sizes to resolve complex social issues.
3. Prepare students for ethical and culturally competent practice with diverse systems of all sizes, including the ability to utilize an Afrocentric Perspective to resolve complex social issues and to promote and advocate for social and economic justice.
4. Provide students with social work research, knowledge, values, and skills that will enable them to provide leadership in service delivery systems on a global level.
5. Prepare students to acquire skills to use technology appropriately to ensure competent and ethical practice and provide access to opportunities that enhance their personal and professional growth.

## Student Learning Outcomes

Students pursuing the Master of Social Work Degree will:

1. Demonstrate Ethical and Professional Behavior.
2. Engage Diversity and Difference in Practice.
3. Advance Human Rights and Social, Economic, and Environmental Justice.
4. Engage in Practice-informed Research and Research-informed Practice.
5. Engage in Policy Practice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.
7. Assess Individuals, Families, Groups, Organizations and Communities.
8. Intervene with Individuals, Families, Groups, Organizations and Communities.
9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities.
10. Demonstrate and apply the concepts of the Afrocentric Perspective in Practice with Individuals, Families, Groups, Organizations and Communities.

The degree, Master of Social Work, is conferred by Clark Atlanta University upon those students who have a cumulative GPA of 3.0 or better.

### **Master of Arts Degree in Social Work *Two-Year, Full-Time Option and Three-Year, Part-Time Option* (59 Credits)**

#### **Degree Requirements**

In addition to the General Degree Requirements as published in this Catalog, students pursuing the **Master of Arts Degree in Social Work *Two-Year, Full-Time Option A, Two-Year Option B, Full-Time, Two-Year Option C, Full-time* and *Three-Year, Part-Time Option*** must complete the following Plans of Study for the respective option and fulfill all the requisite academic and field practicum requirements. Full-time status requires graduate students to enroll for a minimum of nine (9) credits per semester.

#### **1. Course Requirements Core Courses: 50 Credits**

CSSW 500A, Social Work Practice I (3)  
CSSW 500B, Social Work Practice II (3)  
CSSW 501A, Concurrent Field Practicum I (3)  
CSSW 501B, Concurrent Field Practicum II (3) CSSW 502A, Concurrent Field Practicum III (3) CSSW 502B, Concurrent Field Practicum IV (3)  
CSSW 503, Clinical Social Work Practice and Theory (3)  
CSSW 504A, Advanced Direct Social Work Practice: Focus on Child and Family (3) or CSSW 504B, Advanced Direct Social Work Practice: Focus on Health/Mental Health (3)  
CSSW 505, Social Work Practice with Diverse Populations (3)  
CSSW 585, Research Methods I (3)  
CSSW 586, Research Methods II (3)  
CSSW 600A, Human Behavior and the Social Environment I (3) CSSW 600B, Human Behavior and the Social Environment II (3) CSSW 611, Psychopathology (3)  
CSSW 700, Social Welfare Policy and Services (3) CSSW 709, Differential Policy Analysis (3) CSSW 801, Clinical Leadership and Professional Development (2)

#### **Electives: 9 Credits**

CSSW 506, Program and Organizational Development for Direct Social Work Practice (3) CSSW 508, Brief Intervention Methods (3)  
CSSW 510, AIDS: Psychosocial Issues and Intervention (3)  
CSSW 511, Intervention Strategies with Children and Adolescents (3) CSSW 512, Intervention Strategies with Adults and the Aged (3) CSSW 513, Child Abuse and Neglect (3)  
CSSW 514, Group Processes in Social Work Practice and Administration (3) CSSW 517, Community-Based Health Care (3)  
CSSW 518, Community Health Promotion and Disease Prevention (3) CSSW 520, Family Therapy (3)  
CSSW 521, Supervision and Consultation in Clinical Practice (3) CSSW 522, Public Health Social Work Practice (3)  
CSSW 590A, Research Methods III: Thesis or Conceptual Paper (3)  
CSSW 603, African-American Families (3)  
CSSW 606, Alcoholism and Drug Dependency (3)  
CSSW 609, Emotional Disorders of Children and Adolescents (3) CSSW 706, Law and Social Work (3)  
CSSW 800, Independent Study (3)

### Plan of Study for the Master of Social Work Degree Two-Year Option (59 Credits)

	Fall Semester	Cr		Spring Semester	Cr
CSSW 500A	Social Work Practice I	3	CSSW 500B	Social Work Practice II	3
CSSW 501A	Concurrent Field Practicum and Seminar I	3	CSSW 501B	Concurrent Field Practicum and Seminar II	3
CSSW 505	Social Work Practice w/Diverse Populations	3	CSSW 585	Research Methods I	3
CSSW 600A	Human Behavior and the Social Environment I	3	CSSW 600B	Human Behavior and the Social Environment II	3
CSSW 700	Social Welfare Policy and Services	3	CSSW 709	Differential Social Policy	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
	Fall Semester	Cr		Spring Semester	Cr
CSSW 502-A	Concurrent Field Practicum and Seminar III	3	CSSW 502-B	Concurrent Field Practicum and Seminar IV	3
CSSW 503	Clinical Social Work Practice and Theory	3	CSSW 504-A <i>or</i> CSSW 504-B	Clinical Social Work Practice: Child/Family Focus <i>or</i> Health/Mental Health Focus	3
CSSW 590A	Research Methods II	3	CSSW 801	Clinical Leadership and Professional Development	2
CSSW 611	Psychopathology	3	CSSW XXX	Graduate Elective	3
CSSW XXX	Graduate Elective	3	CSSW XXX	Graduate Elective	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>14</b>
Full-time status requires graduate students to enroll for a minimum of nine (9) credits per semester. Students are required to take three (3) electives.					

### Plan of Study for the Master of Social Work Degree Two-Year Option B (59 Credits)

Year One					
	Fall Semester	Cr		Spring Semester	Cr
CSSW 600A	Human Behavior and the Social Environment I	3	CSSW 600B	Human Behavior and the Social Environment II	3
CSSW 700	Social Welfare Policy and Services	3	CSSW 709	Differential Policy Analysis	3
CSSW 505	Social Work Practice with Diverse Populations	3	CSSW 585	Research Methods I	3
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>9</b>
	Summer Semester	Cr		Fall Semester	Cr
CSSW 500A	Social Work Practice I	3	CSSW 611	Psychopathology	3
CSSW 501A	Concurrent Field Practicum and Seminar I	3	CSSW 501B	Research Methods II: Evaluation of Clinical Practice	3
CSSW 500B	Social Work Practice II	3	CSSW XXX	Graduate Elective	3
CSSW 501B	Concurrent Field Practicum and Seminar II	3			
	<b>TOTAL</b>	<b>12</b>		<b>TOTAL</b>	<b>9</b>
Year Three					
	Spring Semester	Cr		Summer Semester	Cr
CSSW 802	Clinical Leadership and Professional Development	2	CSSW 502A	Concurrent Field Practicum and Seminar III	3
CSSW XXX	Graduate Elective	3	CSSW 503	Clinical Social Work Practice and Theory	3
CSSW XXX	Graduate Elective	3	CSSW 502B	Concurrent Field Practicum and Seminar IV	3
			CSSW 504A <i>or</i> 504B	Clinical Social Work Practice: Child and Family Focus <i>or</i> Health/Mental Health Focus	3
	<b>TOTAL</b>	<b>8</b>		<b>TOTAL</b>	<b>12</b>
Students are required to take three (3) electives.					

**Plan of Study for the Master of Social Work Degree Two-Year *Option C* (59 Credits)**

	<b>Spring Semester</b>	<b>Cr</b>		<b>Fall Semester</b>	<b>Cr</b>
CSSW XXX	Graduate Elective	3	CSSW 600A	Human Behavior and the Social Environment I	3
CSSW XXX	Graduate Elective	3	CSSW 700	Social Welfare and Policy Services	3
CSSW 505	Social Work Practice with Diverse Populations	3	CSSW XXX	Graduate Elective	3
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>9</b>
	<b>Spring Semester</b>	<b>Cr</b>		<b>Summer Semester</b>	<b>Cr</b>
CSSW 585	Research Methods I	3	CSSW 500A	Social Work Practice I	3
CSSW 600B	Human Behavior and the Social Environment II	3	CSSW 501A	Concurrent Field Practicum & Seminar I	3
CSSW 709	Differential Policy Analysis	3	CSSW 500B	Social Work Practice II	3
			CSSW 501B	Concurrent Field Practicum & Seminar II	3
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>12</b>
	<b>Fall Semester</b>	<b>Cr</b>		<b>Spring Semester</b>	<b>Cr</b>
CSSW 502A	Concurrent Field Practicum and Seminar III	3	CSSW 502B	Concurrent Field Practicum and Seminar IV	3
CSSW 503	Clinical Social Work Practice and Theory	3	CSSW 504A or 504B	Clinical Social Work Practice: Child and Family Focus <i>or</i> Health/Mental Health Focus	3
CSSW 611	Psychopathology	3	CSSW 802	Clinical Leadership and Professional Development	2
CSSW 586	Research Methods II: Evaluation of Clinical Practice	3			
	<b>TOTAL</b>	<b>12</b>		<b>TOTAL</b>	<b>8</b>
<b>Students are required to take three (3) electives.</b>					



**Plan of Study for the Master of Social Work Degree  
Three-Year Option (59 Credits)**

Year One					
	Fall Semester	Cr		Spring Semester	Cr
CSSW 600A	Human Behavior and the Social Environment I	3	CSSW 600B	Human Behavior and the Social Environment II	3
CSSW 700	Social Welfare Policy and Services	3	CSSW 709	Differential Policy Analysis	3
CSSW 505	Social Work Practice with Diverse Populations	3	CSSW 585	Research Methods I	3
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>9</b>
Year Two					
	Fall Semester	Cr		Spring Semester	Cr
CSSW 500A	Social Work Practice I	3	CSSW 500B	Social Work Practice II	3
CSSW 501A	Concurrent Field Practicum and Seminar I	3	CSSW 501B	Concurrent Field Practicum and Seminar II	3
CSSW 586	Research Methods II: Evaluation of Practice	3	CSSW XXX	Graduate Elective	3
CSSW XXX	Graduate Elective	3			
	<b>TOTAL</b>	<b>12</b>		<b>TOTAL</b>	<b>9</b>
Year Three					
	Fall Semester	Cr		Spring Semester	Cr
CSSW 502A	Concurrent Field Practicum and Seminar III	3	CSSW 502B	Concurrent Field Practicum and Seminar IV	3
CSSW 503	Clinical Social Work Practice and Theory	3	CSSW 504A <i>or</i> CSSW 504B	Clinical Social Work Practice: on Child and Family Focus <i>or</i> Health/Mental Health Focus	3
			CSSW 801	Clinical Leadership and Professional Development	2
CSSW 611	Psychopathology	3	CSSW XXX	Graduate Elective	3
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>11</b>
<b>Students are required to take three (3) electives.</b>					

**Master of Arts Degree in Social Work *One-Year, Full-Time Advanced Standing Option (38 Credits)***

**Degree Requirements**

In addition to the General Degree Requirements as published in this Catalog, students pursuing the Master of Arts Degree in Social Work One-Year, Full-Time Advanced Standing Option must complete the following Plan of Study and fulfill all the requisite academic and field practicum requirements:

**I. Course Requirements Core Courses: 29 Credits**

CSSW 502A, Concurrent Field Practicum III (3)

CSSW 502B, Concurrent Field Practicum IV (3)

CSSW 503, Clinical Social Work Practice and Theory (3)

CSSW 504A, Clinical Social Work Practice: Focus on Child and Family (3)

*or*

CSSW 504B, Clinical Social Work Practice: Focus on Health/Mental Health (3)

CSSW 589, Research with an Emphasis on Application (3)

CSSW 586, Research II: Evaluation of Practice (3)

CSSW 610, Integrating Practice and Human Development with an Emphasis on Ethics (3)

CSSW 611, Psychopathology (3)

CSSW 710, Social Welfare Policy with an Emphasis on Georgia Policies (3)

CSSW 801, Clinical Leadership and Professional Development (2)

**Electives: 9 Credits**

CSSW 506, Program and Organizational Development for Direct Social Work Practice (3) CSSW 508, Brief Intervention Methods (3)

CSSW 510, AIDS: Psychosocial Issues and Intervention (3)

CSSW 511, Intervention Strategies with Children and Adolescents (3) CSSW 512, Intervention Strategies with Adults and the Aged (3) CSSW 513, Child Abuse and Neglect (3)

CSSW 514, Group Processes in Social Work Practice and Administration (3) CSSW 517, Community-Based Health Care (3)

CSSW 518, Community Health Promotion and Disease Prevention (3) CSSW 520, Family Therapy (3)

CSSW 521, Supervision and Consultation in Clinical Practice (3) CSSW 522, Public Health Social Work Practice (3)

CSSW 590, Research III (3)

CSSW 603, African-American Families (3)

CSSW 606, Alcoholism and Drug Dependency (3)

CSSW 609, Emotional Disorders of Children and Adolescents (3) CSSW 706, Law and Social Work (3)

CSSW 800, Independent Study (3)

**Full-time status requires all graduate students to enroll for a minimum of nine (9) credits per semester.**

**Plan of Study for the Master of Social Work Degree  
One-Year, Full-Time Advanced Standing Option (38 Credits)**

Year One					
	Summer Session	Cr		Fall Semester	Cr
CSSW 589	Research with an Emphasis on Application	3	CSSW 502A	Concurrent Field Practicum and Seminar III	3
CSSW 610	Integrating Practice and Human Development with an Emphasis on Ethics	3	CSSW 503	Clinical Social Work Practice and Theory	3
CSSW 710	Social Welfare Policy with an Emphasis on Georgia Policies	3	CSSW 586	Research Methods II: Evaluation of Practice	3
			CSSW 611	Psychopathology	3
			CSSW XXX	Graduate Elective	3
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>15</b>
	Spring Semester	Cr			
CSSW 502B	Concurrent Field Practicum and Seminar IV	3			
CSSW 504A <b>or</b> CSSW 504B	Clinical Social Work Practice: Child and Family Focus <b>or</b> Health/Mental Health Focus	3			
CSSW 801	Clinical Leadership and Professional Development	2			
CSSW XXX	Graduate Elective	3			
CSSW XXX	Graduate Elective	3			
	<b>TOTAL</b>	<b>14</b>			
<b>Full-time status requires graduate students to enroll for a minimum of nine (9) credits per semester. Students are required to take three (3) electives.</b>					

## **Field Education**

Students must take field instruction courses concurrently with the foundation and concentration practice courses and field seminar. Students enrolled in a practice course must also be enrolled in the appropriate field instruction and seminar course simultaneously, and vice versa. Students taking the Two-Year and Three-Year Program Options must complete a minimum of 900 field education hours in the course of the program (400 for the foundation year, 500 for the concentration year). Students taking One-Year, Full-Time Advanced Standing Program Option are required to complete 400 hours during their concentration year.

The field placement process begins with the student completing the Application for Field Practicum, which is submitted to the Director of Field Practicum and Placement Activities, and discussing the field interests with the academic advisor. Students also must have a signed Field Placement Confirmation Form. Placement options and recommendations for field placement are consistent with students' learning needs and interests, special personal and professional considerations and the curriculum.

The Director of Field Practicum and Placement Activities has ultimate responsibility for approving all field internships. Once the completed and signed "Field Placement Confirmation" form is signed by both the assigned Field Supervisor and the Director of Field Practicum and Placement Activities, students may register for field education credit hours. A field agency must be approved by the Director of Field Practicum and Placement Activities prior to the student's acceptance of a placement site.

Under no circumstances may a student begin a new field internship until the first day of the first academic semester in which he or she is enrolled in that internship and until the "Field Placement Confirmation" form is received in the Field Office.

**Refer to the MSW Program Field Practicum Manual for more information on field placement.**

### **Evaluation of Field Performance**

All MSW students must earn the grade of "B" or above in all field courses. When the grade "C" is earned in a field course, the course must be repeated. (See Master of Social Work Field Practicum Handbook for details regarding evaluation of field performance).

### **Study Abroad Program**

All students who have completed at least one academic year at Clark Atlanta University as either two-year full-time or three-year part-time who are at the end of their second year (after completion of one year of field work) and are in good academic standing are eligible to participate in the CAU Study Abroad Program.

Students who desire to study abroad must undergo an internal review and clearance procedures required by the Office of Study Abroad. The Director of Study Abroad is the only person on campus authorized to register a student for Study Abroad. MSW students are required to meet with their academic advisor and the MSW Program Chair to initiate the process for application through the Whitney M. Young, Jr., School of Social Work and must have final approval from the School's Dean.

The following courses are approved as substitutions for the MSW Study Abroad Program: CSSW 510, AIDS: Psychosocial Issues and Intervention (3)  
 CSSW 517, Community-Based Health Care (3)  
 CSSW 518, Community Health Promotion and Disease Prevention (3) CSSW 522, Public Health Social Work Practice (3)  
 CSSW 603, African-American Families (3)  
 CSSW 606, Alcoholism and Drug Dependency (3)

<b>CSSW 500A</b>	<b>Social Work Practice I</b>	<b>3 Credits</b>
The course provides foundation knowledge at the graduate level about generalist social work practice. Framed in an Autonomous Social Work Practice Model, the course content about matrix roles, Humanistic Values, and Afrocentric Perspectives are linked to the ecological system and strength perspectives. The course examines social work practice as both a method and process for intervention with micro and mezzo systems where the goal is to aid the client to achieve an optional level of social functioning within these systems.		
<b>CSSW 500B</b>	<b>Social Work Practice II</b>	<b>3 Credits</b>
The second course in the Practice Content sequences builds upon CSSW 500A. The course examines social work practice as both a method and process for intervention with mezzo and macro systems (small groups, organizations and communities). Primary attention is given to assessing the client's functioning within these systems.		
<b>CSSW 501A</b>	<b>Concurrent Field Practicum I</b>	<b>3 Credits</b>
Concurrent Field Practicum I provide students with a supervised field experience in an agency setting using generalist social work skills appropriate at the graduate level. Students apply foundation knowledge, skills, values and ethics to practice. The practicum focuses on skill development, the nature of social systems, and the integration of social work theory and practice. Students are in the field for two days per week for twelve weeks during the semester.		
<b>CSSW 501B</b>	<b>Concurrent Field Practicum II</b>	<b>3 Credits</b>
Concurrent Field Practicum is a continuation of CSSW 501 – Concurrent Practicum I. The practicum experience focuses on skill development application of ethics to practice and the integration and application of social work theory and practice. Students work in the field two (2) days per week for fourteen weeks during the semester.		
<b>CSSW 502A</b>	<b>Concurrent Field Practicum III</b>	<b>3 Credits</b>
This practicum III provides students with direct practice experience reflecting a variety of theoretical constructs that undergird the students' practice focus. Critical thinking, knowledge and skills, values and ethics will be further developed based on theories, through the application of advanced multilevel field activities.		
<b>CSSW 502B</b>	<b>Concurrent Field Practicum IV</b>	<b>3 Credits</b>
Field Practicum IV while anchored in a continuation of CSSW 502A provides students with opportunities for rigorous activities building on advanced practicum knowledge. Students will be able to utilize advanced practicum knowledge, assessment, and intervention strategies in a variety of complex treatment settings across diverse populations.		
<b>CSSW 503</b>	<b>Clinical Social Work Practice and Theory</b>	<b>3 Credits</b>
This course is designed for students who have completed the foundation courses. Building upon 500-level Autonomous Social Work Practice courses, it extends the matrix roles and subsequent skills learned in autonomous social work practice to more complex individualized practice with client systems considering the multiple variables that affect their lives. Attention is given to the bio-psychosocial integrity of the client and to ethical issues.		
<b>CSSW 504A</b>	<b>Clinical Social Work Practice: Focus on Child and Family</b>	<b>3 Credits</b>
This advanced direct practice course builds on the knowledge skills and values learned in foundation social work practice courses. It is designed to provide depth, specificity and advanced skills in assessment and intervention with children and families within the context of the multilevel systems. Students learn to identify and critique the central issues that are addressed in the process of assessment and treatment intervention with children and families.		
<b>CSSW 504B</b>	<b>Clinical Social Work Practice: Focus on Health/Mental Health</b>	<b>3 Credits</b>

This advanced direct practice focus course provides depth specificity and knowledge about advanced skills in assessment and intervention. Attention is given to client systems that experience or are at risk of experiencing problems in social functioning due to their health and mental health. The course focuses on knowledge, value, skills and strengths for effective practice to enhance clients' developmental capacities, problem-solving and coping skills.		
<b>CSSW 505</b>	<b>Social Work Practice with Diverse Populations</b>	<b>3 Credits</b>
This course will introduce students to social issues within diverse populations. The course examines the roles, functions, and effects of oppression in society as it relates to social and economic justice. This course will also examine how oppression affects service delivery at micro and macro levels while focusing on the social policies that drive the shape of services. Students will examine and analyze social issues and consider the implications for social work practice with different races, ethnicities, genders, sexual orientations, and physical abilities.		
<b>CSSW 506</b>	<b>Program and Organizational Development for Direct Social Work Practice</b>	<b>3 Credits</b>
This course provides students with advanced knowledge and understanding of organizational needs and identifies strategies and models for achieving these needs. Selected organizational development models are examined to determine their applicability to social service agencies.		
<b>CSSW 508</b>	<b>Brief Interventions Methods</b>	<b>3 Credits</b>
This advanced direct practice course examines the theory and practice of brief treatment methods, including crisis intervention. It focuses on differential use of these approaches in social work practice. The features of treatment designs and processes that are critical to effective time-limited practice are considered, with emphasis on the characteristics of brief interventive methods with individuals, families and small groups. Particular attention is given to assessment and intervention in Planned Short Term Treatment.		
<b>CSSW 510</b>	<b>AIDS: Psychosocial Issues and Intervention</b>	<b>3 Credits</b>
This advanced course provides critical information on direct practice, prevention, education, intervention methods and models of care for working with people with HIV/AIDS. Additionally, the course focuses on high risk behavior for contracting HIV/AIDS. Prejudices, legal, spiritual, ethical, and other issues which confront social workers in direct practice with persons with AIDS are addressed.		
<b>CSSW 511</b>	<b>Intervention Strategies with Children and Adolescents</b>	<b>3 Credits</b>
This course provides advanced knowledge and specialized skills for direct practice with children and adolescents who experience developmental issues and a range of psychosocial problems and social injustices. It examines practice issues relevant to culturally diverse children and adolescents, especially African American and Latino children and adolescents. This advanced direct practice course emphasizes resiliency and strengths in making assessments and interventions in various treatment settings: schools, child welfare agencies, and juvenile justice systems.		
<b>CSSW 512</b>	<b>Intervention Strategies with Adults and the Aged</b>	<b>3 Credits</b>
This advanced course is designed for skill development and effective application in problem resolution with adults in their life tasks, and with older individuals and groups in the processes of aging. Emphasis is placed on intervention with primary care givers, health care and other providers, and the elderly. Emphasis is also placed on intergenerational concepts and differential approaches with the frail, disabled, and chronically ill in the context of their ethnic cultural milieu and the wider society.		
<b>CSSW 513</b>	<b>Child Abuse and Neglect</b>	<b>3 Credits</b>
This advanced direct practice course provides a historical overview of value perspectives of children-particularly African Americans-and corresponding injustices, violence in relation to child maltreatment-views of diverse cultural and ethnic groups regarding child abuse and neglect, rights of children and parents. Core objectives of the course are to: 1) explore research findings on the prevalence of factors that contribute to child abuse and neglect; 2) understand knowledge about the types and causes of child abuse; 3) develop knowledge of and skills in investigation, assessment, case management, treatment approaches, prevention, and methods of evaluation of micro and macro systems.		
<b>CSSW 514</b>	<b>Group Processes in Social Work Practice and Administration</b>	<b>3 Credits</b>
The primary focus of this advanced direct practice course is on theoretical knowledge and skill development for practice with task and treatment groups in child welfare, health/mental health, and school social work settings. The course builds on and integrates first semester content, humanistic values, autonomous social work practice, and the Afrocentric paradigm with strategies for assessing individuals and groups. Thus, the course equips students with advanced knowledge and skills to practice group work with diverse populations and with competence in and sensitivity to race, ethnicity, with competence in and sensitivity to race, ethnicity, community, culture, gender, and sexual orientation.		
<b>CSSW 517</b>	<b>Community-Based Health Care</b>	<b>3 Credits</b>

This advanced direct practice course provides students with the opportunity to analyze health problems in a given community. Emphasis is placed on access and barriers at health services, the roles and functions of multi-disciplinary health teams, community needs assessment and interventions, and policy advocacy for change. Students learn methods of assessing community health issues, data analysis skills, resource identification, and health policy proposal and testimony skills for presentation to legislators on behalf of the community.		
<b>CSSW 518</b>	<b>Community Health Promotion and Disease Prevention</b>	<b>3 Credits</b>
This advanced direct practice course provides the opportunity for social work students to learn how to promote a community based health care and prevention program. The course also provides instruction in how to identify, analyze and eliminate barriers to community health services within communities.		
<b>CSSW 520</b>	<b>Family Therapy</b>	<b>3 Credits</b>
This is an advanced direct practice social work course designed to increase students' knowledge and skills for intervening with families. The course engages students in: 1) exploring the development of family therapy and the dimensions of family treatment in social work practice; 2) building on conceptual, analytical, and practice skills necessary for thorough use of family therapy models; 3) developing skills to assess family intervention and 4) identifying major research findings and issues in family therapy.		
<b>CSSW 521</b>	<b>Supervision and Consultation in Direct Social Work Practice</b>	<b>3 Credits</b>
This course provides concepts and principles of supervision and consultation. Attention is given to emerging trends and practices in supervision, staff development, personnel utilization and assessment. The course explores the history, roles, techniques and practices involved in the supervisory process. The course is designed for the experienced student who desires and expects to become an agency supervisor within the near future, and to assist practicing supervisors in developing additional competencies. Attention is given to issues of direct practice supervision and licensure.		
<b>CSSW 522</b>	<b>Public Health Social Work Practice</b>	<b>3 Credits</b>
This course prepares social work students for advanced practice in the area of public health with a focus on disease prevention. Students are introduced to the historical development of public health practice, current public health issues, policies and procedures, research, assessment, and intervention strategies. Professional values and ethics are promoted as a foundation for helping students accept the differences in health behaviors related to ethnicity, gender, race, culture, socioeconomic status, at-risk status, and sexual orientation. Students are exposed to content on humanistic values, Afrocentric Perspective and autonomous direct practice social work matrix roles as they relate to public health in social work.		
<b>CSSW 585</b>	<b>Research Methods I</b>	<b>3 Credits</b>
This foundation course provides instruction in basic logic, process, concepts and methods of applied social work research. The course covers research methodologies and design to include interviews, focus groups, case studies, surveys, secondary data, record review, observation, and case file audits which may be applied to the investigation of social work issues at the individual and program level. The course is intended to foster an appreciation of evaluating practice and accountability.		
<b>CSSW 586</b>	<b>Research Methods II: Evaluation of Practice</b>	<b>3 Credits</b>
This course provides instructions in the computation, interpretation, and application of statistical procedures that can be used in social work research and in social work practice; it is designed to provide basic statistical skills that will enable the student to more systematically implement and evaluate social work practice intervention. Training in the SPSS for windows computer software package is provided.		
<b>CSSW 589</b>	<b>Research with an Emphasis on Application</b>	<b>3 Credits</b>
This course provides instruction, feedback, and support to develop and complete the student's thesis or conceptual paper. The course will also provide instruction in the computation, interpretation, and application of analytical procedures that can be used in social work research and evaluation. This course will culminate in the completion of the student's thesis or conceptual paper.		
<b>CSSW 600A</b>	<b>Human Behavior &amp; the Social Environment I</b>	<b>3 Credits</b>
Students are exposed to the ecological social systems perspective in which to understand human development in contemporary contexts. A range of theoretical frameworks that addresses individual development from conception to adolescence within the family and social institutions will be explored. The Afrocentric perspective and humanistic paradigm will be the lens through which these issues will be addressed.		
<b>CSSW 600B</b>	<b>Human Behavior &amp; the Social Environment II</b>	<b>3 Credits</b>



This foundation course expands understanding of individual growth and development from young adult through late adulthood and death. A range of theoretical frameworks that address individual development within groups, organizations and communities will be explored. The Afrocentric perspective and humanistic paradigm will be the lens through which these issues will be addressed.		
<b>CSSW 603</b>	<b>African-American Families</b>	<b>3 Credits</b>
This advanced course examines historical and contemporary forces impinging upon African American families and the resultant survival strategies for these families. The Afrocentric perspective is used in discussing African American families. An ecological/social system, "strengths" approach to the study of African American families represents the perspective for viewing social problems, particularly those of a physical and emotional nature.		
<b>CSSW 606</b>	<b>Alcoholism and Drug Dependency</b>	<b>3 Credits</b>
This advanced course examines major issues in alcohol and drug dependency. Attention is given to the social, psychological, economic consequences for families where there is alcohol and drug dependency. Prevention and strategies for intervening with individuals and families from a range of ethnic and sociocultural backgrounds are explored for their usefulness. Finally, the roles of social workers in the field of alcohol and substance abuse are considered.		
<b>CSSW 609</b>	<b>Emotional Disorder of Children and Adolescents</b>	<b>3 Credits</b>
This advanced course is designed to explore a range of factors, situations, and experiences that contribute to the development and progression of emotional disorders in children and adolescents.		
<b>CSSW 610</b>	<b>Integrating Practice and Human Development with an Emphasis on Ethics</b>	<b>3 Credits</b>
This course is intended as a bridge course to integrate advanced social work practice skills and human development across the life span with an emphasis on ethics. Students will apply the principles of ethical decision-making and various value system approaches to the formulation of ethical issues explored in the context of biological, psychological and social substrates of normal and pathological behavior.		
<b>CSSW 611</b>	<b>Psychopathology</b>	<b>3 Credits</b>
This course will focus on the clinical process of assessment and diagnosis from the perspective of social work practice. The Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR) and other schemes for assessing and understanding human behavior, psychopathology, and mental disorders will be demonstrated and critically examined. A broad spectrum of developmental theory is drawn upon to further promote students' understanding of assessment and treatment interventions.		
<b>CSSW 700</b>	<b>Social Welfare Policy and Services</b>	<b>3 Credits</b>
This foundation course is designed to assist students in acquiring knowledge of the history of America's response to the needs of the poor and oppressed, including legislative policies, and the development and role of the social work profession. Special attention is focused on general social problems, children, family and health issues, service program structures, and beginning skills for analyzing social welfare issues.		
<b>CSSW 706</b>	<b>Law and Social Work</b>	<b>3 Credits</b>
This course is designed to provide students with an advanced overview and analysis of social work as it interfaces with the law. The course addresses various types of law-statutory, constitutional, regulatory, and common law as it related to systems functioning. It is not designed to turn professional social workers into lawyers, but rather to make encounters with lawyers and the legal system less mysterious and more beneficial to the client population. At the conclusion of this course, the student is able to recognize how federal and state court systems operate, attain a level of confidence with respect to court testimony, understand the value of effective social work advocacy, develop cognizance of professional licensing and practice issues, and use basic legal terms and legal library resources for systems change.		
<b>CSSW 709</b>	<b>Differential Policy Analysis</b>	<b>3 Credits</b>
This foundation course builds on CSSW 700 and is designed to assist students in developing conceptual, analytical, and political skills necessary to improve existing social policies, defeat policy initiatives incongruent and social work values, or establish new policies. Each student selects a social welfare policy or policy issues at the local, state, or federal level for analysis and advocacy action.		
<b>CSSW 710</b>	<b>Social Welfare Policy with an Emphasis on Georgia Policies</b>	<b>3 Credits</b>
This course is intended as a bridge course designed to enable students to become more knowledgeable about various state-level social welfare policies and programs and their implications for diverse and at-risk populations.		
<b>CSSW 800</b>	<b>Independent Study</b>	<b>1-3 Credits</b>



This is an independent, advanced study course that is arranged between a faculty member and a student on a specific topic of interest to the student that meets academic and professional requirements of the MSW Program. Permission of both the Director of the MSW Program and the Dean is required.

<b>CSSW 802</b>	<b>Clinical Leadership and Professional Development</b>	<b>2 Credits</b>
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This concentration year seminar is designed to integrate the academic and field learning experiences and synthesize the total experience for students enrolled in either the two-year, three-year, or advanced-standing plan of study. This course enables the student to synthesize, refine and demonstrate comprehensive understanding of the MSW program goals, and objectives, humanistic values, Afrocentric perspective, social work practice roles, strengths and ecological perspectives.

## **Doctor of Philosophy Degree in Social Work- Leadership and Social Policy**

**(72 Credits)**

**Dr. Eyitayo Onifade**

**Program Director**

**Thayer Hall, Room 239**

**Telephone: (404) 880-8006**

### **Program Overview**

The Doctor of Philosophy Degree in Social Work- Leadership and Social Policy prepares individuals for careers in teaching, research, social policy analysis, human service management, and organizational development. The program seeks to increase the number of African-American and other underrepresented ethnic minority social work leaders at the doctoral level.

The purpose of the program is to implement a set of interdisciplinary teaching and learning experiences that will lead to the development of competent and motivated leaders in the global human enterprise. The program provides educational content in two areas: 1) core courses in social policy, human service management/administration, organizational development, and research methods and statistics; and 2) courses in a cognate area that students select from the graduate schools within the University include the Schools of Education, Arts and Sciences (Political Science and Public Administration).

### **Mission**

The mission of the Doctor of Philosophy Degree Program in Social Work is to prepare students for social policy analysis, leadership in human service organizations, teaching and research.

### **Vision**

The vision of the Doctor of Philosophy Degree Program in Social Work is to become nationally and internationally recognized for competent social policy analysts, leaders of human service organizations, teachers and researchers.

### **Program Objectives**

1. Prepare students for careers in teaching, research, social policy analysis and leadership of human service organizations.
2. Educate a diverse student population committed to the search for solutions to problems of poverty, social and economic injustice, sexism, racism, and other forms of oppression while preserving the heritage of African-American people.
3. Ensure through all teaching experiences the core values and ethics of the profession; the promotion of social justice; a responsibility to serve the oppressed and at-risk members of society; and a strong commitment to fight inequality and oppression.
4. Promote the role of research that acknowledges the contributions to humanity.
5. Provide opportunities for students to engage in policy analysis that will enhance services to those who are oppressed.

### Student Learning Outcomes

Students pursuing the Doctor of Philosophy Degree in Social Work will:

1. Apply social work policies and practices in planning, program administration, and evaluation of government and/or social service organizations at local, national and international levels that promote social justice.
2. Identify and effectively communicate solutions to problems of poverty, social and economic injustice, sexism, racism, and other forms of oppression.
3. Create and implement social service programs to meet the needs of diverse populations.
4. Integrate the Afrocentric Perspective into research to promote best practices in social work education, policy and practice.
5. Demonstrate proficiency and cultural competence as social work educators.

### Admissions Requirements

In addition to University Graduate Admissions Requirements as published in this Catalog, Whitney M. Young, Jr., School of Social Work invites applicants for the **Doctor of Philosophy Degree Program in Social Work- Leadership and Social Policy** who have:

- The Master of Social Work Degree from a school accredited by the Council on Social Work Education (CSWE).
- GPA in MSW Program of 3.0 or higher
- Completed a minimum of two (2) years of professional experience in Social Work post the MSW degree
- GRE within the past 5 years
- Demonstrated academic and professional excellence, and a capacity to conceptualize and clearly articulate ideas and career interests in advanced social work practice, policy and research.
- Three (3) references from professional persons who can attest to your ability to complete a doctoral program in social work.

Applicants must also provide:

1. A Personal Statement clearly presenting the relevance of their professional experience in Social Work to their career objectives, including how the **Doctor of Philosophy Degree in Social Work** will prepare the applicant to meet these objectives (3-5 pages).
2. A writing sample that clearly communicates the applicant's potential for integrative and critical thinking, the ability to appropriately use the literature (paraphrasing arguments, synthesis of ideas, citation practices utilizing APA) and an advanced ability to present a clear, logical and compelling written product.

**Note:** During matriculation students must be continuously enrolled at the Whitney M. Young, Jr. School of Social Work. Any lapse in enrollment will require the student to apply for re-admission to the degree program.

### Degree Requirements

In addition to the University Graduate Degree Requirements as published in this Catalog, students pursuing the **Doctor of Philosophy Degree in Social Work- Leadership and Social Policy** must complete a minimum of **seventy-two (72)** credit hours, including core courses, cognate courses, elective courses, and dissertation research.

## **I. Core Course Requirements**

All core courses during the first and second years include social work administration theory, organizational development, policy, research methods, and statistics. The third year is primarily devoted to the completion of cognate and elective courses. After core course work and cognate courses is satisfactorily completed, students must complete a qualifying examination prior to enrolling in dissertation research. Transfer courses must be approved by the Program Director and the School Dean.

### **Core Courses: 33 Credit Hours**

- CSSW 900, Historical Analysis of Social Welfare and Professional Social Work (3)
- CSSW 901, Social Welfare and Professional Social Work Policy Planning and Development (3)
- CSSW 910, Research Methodology (3)
- CSSW 911, Descriptive and Inferential Statistics (3)
- CSSW 912, Evaluative Research and Multivariate Statistics (3)
- CSSW 913, Doctoral Seminar I (3)
- CSSW 914, Doctoral Seminar II (3)
- CSSW 920, Organizational Development (3)
- CSSW 921, Planned Change in Complex Organizations (3)
- CSSW 930, Critical Analysis of Managerial Theories (3)
- CSSW 931, Administration in Human Service Organizations (3)

### **Cognate Courses: 18 Credits**

Cognate courses are courses other than social work that individually and collectively enhance the depth of understanding of the student's chosen research area and or area of interest. These are graduate-level courses from other disciplines within the University or at another accredited institution of higher learning. Cognate courses expose the student to interdisciplinary training. Students choose cognates under the advisement of the major professor and with the approval of the student's Doctoral Advisory Committee (DAC).

### **Cognate Courses from Other Disciplines (Select 18 Hours)**

#### **Cognate: School of Education (Educational Leadership)**

- CEDA 600 Administration of the Urban School System (3)
- CEDA 601 Strategic Planning for Systemic Reform (3)
- CEDA 709 Seminar in Strategic Leadership (3)
- CEDA 719 Seminar in Instructional Leadership (3)
- CEDA 729 Seminar in Organizational Leadership (3)
- CEDA 739 Seminar in Political/Community Leadership (3)

#### **Electives**

- CEDA 612 Student Personnel Administration (3)
- CEDA 614 Staff Personnel Administration (3)
- CEDA 620 Economics of Educational Equity (3)

#### **Cognate: School of Arts and Sciences (Political Science)**

- CPSC 553, Blacks and the American Political System (3)

**Comparative Politics**

- CPSC 529, Comparative Political Systems (3)
- CPSC 535, The Politics of Revolutionary Change (3)

**International Politics**

- CPSC 577, International Organizations (3)
- CPSC 570, International Relations

**Theory and Methodology**

- CPSC 560, African-American Political Thought (3)
- CPSC 606, Feminist Theory (3)

**US Government and Politics**

- CPSC 511, American Federalism (3)
- CPSC 517, Women in Politics Seminar (3)
- CPSC 548, US Constitutional Law (3)

**Urban Politics**

- CPSC 512, Black City Politics (3)
- CPSC 519, Urban Politics (3)
- CPSC 525, Political Demography and Urban Change (3)

**Cognate: School of Arts and Sciences (Public Administration)**

- CPAD 501, Public Administration: Survey of the Field (3)
- CPAD 505, Economics for Public Administrators (3)
- CPAD 506, Public Budgeting and Finance (3)
- CPAD 507, Formulation of Public Policy (3)
- CPAD 508, Human Resources Management (3)
- CPAD 510, Program Design, Implementation and Evaluation (3)

**Electives****Human Resources 6 Hours**

- CPAD 517, Labor Management Relations (3)
- CPAD 518, Strategic Human Resources Management Planning (3)
- CPAD 528, Seminar: Human Resources Management (3)

**Community and Economic Development 6 Hours**

- CPAD 509, State and Local Government Finance (3)
- CPAD 521, Principles of Community and Economic Development (3)
- CPAD 531, Seminar: Contemporary Problems in Community and Economic Development (3)

**International Administration 6 Hours**

- CPAD 515, Comparative Administration (3)
- CPAD 519, Development Management and Administration (3)
- CPAD 526, Seminar: International Administration and Development Management (3)

**Electives in Urban Administration 6 Hours**

- CPAD 511, Applied Urban Management (3)
- CPAD 514, Public Management I (3)
- CPAD 524, Seminar: Contemporary Problems in Urban Management (3)

**Electives in Public Policy Analysis 6 hours**

- CPAD 509, State and Local Government Finance (3)
- CPAD 514, Public Management I (3)
- CPAD 516, Fundamentals of Social Policy (3)
- CPAD 525, Seminar: Public Policy (3)

**Cognate: School of Art and Science (Criminal Justice)**

- CSCJ 502, Criminology Theories
- CSCJ 514, Law Enforcement Administration
- CSCJ 516, Judiciary System
- CSCJ 517, Correctional Systems
- CSCJ 518, Delinquency and the Juvenile Justice System
- CSCJ 613, Practicum

**Electives**

- CSCJ 501, Sociological Theories
- CSCJ 520, Urban Society and Culture
- CSCJ 571, International Criminality, National Security, and Terrorism
- CSCJ 579, Cultural and Ethnic Relations
- CSCJ 582, Comparative Criminal Justice Systems
- CSCJ 590, Geographic Information Systems

**Cognate: School of Art and Science (Sociology)**

- CSCJ 501, Sociological Theories
- CSCJ 502, Criminal Theories
- CSCJ 520, Urban Society and Culture
- CSCJ 521, Population and Society
- CSCJ 563, The Family
- CSCJ 564, Gender Roles and Society

**Electives**

- CSCJ 531, Social Psychology
- CSCJ 553, Criminology and the Criminal Justice System
- CSCJ 559, Deviant Behavior
- CSCJ 562, Social Stratification
- CSCJ 565, Sociology of Education

**Electives: 9 Credits**

While students have the freedom and flexibility to choose whatever electives they prefer (across any relevant discipline), they are encouraged to consider three (3) of their open electives from their cognate area.

## II. Qualifying Examination

Upon completion of 51 semester credit hours of core course work and cognate courses, students are eligible to take the qualifying examination. This examination, constructed by the PhD Program faculty, assesses the students' knowledge of research method and statistical analysis, policy, administration, and theoretical framework.

## III. Dissertation Research: 12 Credits

CSSW 995, Dissertation Research (12)

CSSW 996, Dissertation Consultation (1)\*

**\*Required only for the student who has completed 12 hours of Dissertation Research but has minor corrections to make.**

## IV. Dissertation Defense

The student will defend the dissertation to members of the dissertation committee and invited guests.

### Plan of Study for the Doctor of Philosophy Degree in Social Work (72Credits)

Plan of Study for the Doctor of Philosophy Degree in Social Work (72 credits)					
Year One					
	Fall Semester	Cr		Spring Semester	Cr
CSSW 900	Historical Analysis of Social Welfare and Professional Social Work	3	CSSW 901	Social Welfare and Professional Social Work Policy Planning and Development	3
CSSW 910	Research Methods	3	CSSW 911	Descriptive and Inferential Statistics	3
CSSW 913	Doctoral Seminar I	3	CSSW 914	Doctoral Seminar II	3
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>9</b>
Year Two					
	Fall Semester	Cr		Spring Semester	Cr
CSSW 912	Evaluative Research and Multivariate Statistics	3	CSSW 921	Planned Change in Complex Organizations	3
CSSW 920	Organizational Development	3	CSSW 931	Administration in Human Service Organizations	3
CSSW 930	Critical Analysis of Managerial Theories	3	CXXX XXX	Cognate Course I	3
			CXXX XXX	Cognate Course II	3
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>12</b>
Year Three					
	Fall Semester	Cr		Spring Semester	Cr
CXXX XXX	Cognate Course III	3		Elective	3
CXXX XXX	Cognate Course IV	3		Elective	3
CSSW XXX	Graduate Elective V	3		Elective	3
CSSW XXX	Graduate Elective VI	3			
	<b>TOTAL</b>	<b>12</b>		<b>TOTAL</b>	<b>9</b>
<b>CSSW 995 Dissertation Research</b>		<b>TOTAL 12</b>			
<b>CSSW 996 Dissertation Consultation ( to be taken as needed upon completion of 12 hours in CSSW 995)</b>					
<b>*Dissertation Research is taken during the time needed to complete the dissertation. The course is offered as a 3 or 6 hour course.</b>					



<b>CSSW 900</b>	<b>Historical Analysis of Social Welfare and Professional Social Welfare Practice</b>	<b>3 Credits</b>
This examines concepts, ideas/issues and theoretical approaches utilized in the study of social welfare policies in the United States and globally. A variety of theoretical approaches and perspectives are utilized to understand the rationale behind social welfare policies and how these policies impact the academic study and profession of Social Work in the United States.		
<b>CSSW 901</b>	<b>Social Welfare and Professional Social Work Policy Planning and Development</b>	<b>3 Credits</b>
This course creates awareness of sequential policy development on several levels, as well as fosters understanding of administration procedures, techniques and interventions that may be employed in the implementation of policies and programs.		
<b>CSSW 910</b>	<b>Research Methodology</b>	<b>3 Credits</b>
This course provides an in-depth understanding of descriptive and inferential statistics that enable students to master the procedures of statistical analysis as used in the field of social work.		
<b>CSSW 911</b>	<b>Descriptive and Inferential Statistics</b>	<b>3 Credits</b>
This course provides a dual focus. The major focus is on application of advanced research methods for the evaluation of human service programs. The secondary focus is on the use of multivariate statistics and microcomputers in evaluation and planning.		
<b>CSSW 912</b>	<b>Evaluative Research and Multivariate Statistics</b>	<b>3 Credits</b>
This course covers aspects of research methodology for social work planning and administration including; problem formulation, conceptual and operational definitions of variables, theory and literature selection, design, data analysis and data presentation; emphasis is placed on experimental and quasi-experimental designs and research for administration and computer applications in the analysis and presentation of data.		
<b>CSSW 913</b>	<b>Doctoral Seminar I</b>	<b>3 Credits</b>
This course is designed to prepare doctoral students how to write professional and scholarly articles.		
<b>CSSW 914</b>	<b>Doctoral Seminar II</b>	<b>3 Credits</b>
This course is a continuation of Doctoral Seminar I. It prepares students for the submission process for professional and scholarly articles.		
<b>CSSW 920</b>	<b>Organizational Development</b>	<b>3 Credits</b>
This course is designed to enable students to understand and apply various theories of planned change in different organizational settings. Recognizing that organizations are organic living systems, the roles and competencies of leaders who seek to develop more effective organizations are explored. Primary attention is given to nonprofit human service organizations.		
<b>CSSW 921</b>	<b>Planned Change in Complex Organizations</b>	<b>3 Credits</b>
This course is designed to examine the theory and language of complex organizations and to better understand why human service organizations may be viewed as such. There is no doubt that the environments in which human service organizations operate have become considerably more complex. The communities served by these organizations, especially urban and suburban, continue to experience major socio-demographic change.		
<b>CSSW 930</b>	<b>Critique and Analysis of Managerial Theories</b>	<b>3 Credits</b>
This course provides a critique and analysis of various administrative and managerial theories, principles and concepts. It establishes a framework for assessing the potential applicability of selected managerial theories in human service agencies.		
<b>CSSW 931</b>	<b>Administration in Human Service Organizations</b>	<b>3 Credits</b>
This course builds on CSSW 930 and is designed to help students strengthen their managerial skills and acquire new skills that will enable them to function more competently as managers, and administrators of human service organizations.		
<b>CSSW 995</b>	<b>Doctoral Dissertation</b>	<b>12 Credits</b>
This course is taken during the time needed to complete the dissertation. The course is offered as a 3 or 6 hour course.		
<b>CSSW 996</b>	<b>Doctoral Dissertation Consultation</b>	<b>1 Credit</b>
This course is required only for the student who has completed 12 hours of Dissertation Research but has minor corrections to make		

## GRADUATE EDUCATION COURSE LISTINGS

<b>CAAS 501</b>	<b>Africa and the African Diaspora</b>	<b>3 Credits</b>
Introduction to research methods and basic and current concepts of culture and value systems as applied to Africa and African-derived cultures of the Americas. Various cultures of the Diaspora are viewed as exemplars.		
<b>CAAS 535</b>	<b>African and African American Folklore</b>	<b>3 Credits</b>
A survey of the principal characteristics of African American folklore in its social, historical, and aesthetic contexts.		
<b>CAAS 550</b>	<b>African and African American Music</b>	<b>3 Credits</b>
A study of the principal characteristics of African-American music with pertinent references to music on the Continent.		
<b>CAAS 560</b>	<b>African American Art</b>	<b>3 Credits</b>
A study of the aesthetic tradition and the social context of African American art.		
<b>CAAS 564</b>	<b>African Art</b>	<b>3 Credits</b>
A survey of the basic forms and styles of traditional African art and a look at colonial and post-independence styles and trends.		
<b>CAAS 601</b>	<b>Directed Study</b>	<b>2-3 Credits</b>
Readings and other research based on a corpus of works suited to the research needs and interests of the individual student. Student and a designated faculty member plan the syllabus for the course. <b>Course may be repeated only once.</b>		
<b>CAAS 602</b>	<b>Directed Study</b>	<b>2-3 Credits</b>
Readings and other research based on a corpus of works suited to the research needs and interests of the individual student. Student and a designated faculty member plan the syllabus for the course. <b>Course may be repeated only once.</b>		
<b>CAAS 630</b>	<b>Seminar in Selected African-Americans</b>	<b>3 Credits</b>
Men and women of historical importance in the shaping of the African-American destiny or culture such as Frederick Douglass, W.E.B. DuBois, and Alain Locke are studied in detail.		
<b>CAAS 640</b>	<b>Seminar in Comparative Black Literature</b>	<b>3 Credits</b>
Selected research problems comparing and contrasting traditions in Francophone, Afro-Hispanic and African-American literature. <b>Prerequisites:</b> A reading knowledge of French; consent of the instructor: Reading knowledge of Spanish recommended (Cross-referenced with CFRE 640, CSPA 640, CENG 524).		
<b>CAAS 652</b>	<b>Capstone I</b>	<b>3 Credits</b>
The course introduces students to concepts and approaches related to research in African-American Studies. Students will engage in intensive readings of classical and contemporary texts, which reflect the complexities of African-American Studies as the basis for learning the process of writing a thesis. Upon completion of the course, students will submit an approved topic, working bibliography and an introductory chapter.		
<b>CAAS 653</b>	<b>Capstone II</b>	<b>3 Credits</b>
Students will engage in intensive readings of contemporary texts, which reflect the complexities of African-American lived experiences. Readings assigned in Capstone I and II serve as the basis for the completion of the project consisting of an approved topic, introduction, review of the literature and bibliography.		
<b>CAAS 710</b>	<b>Pro-Seminar in Africana Studies</b>	<b>3 Credits</b>
This course introduces students to the discipline of Africana Studies by providing an overview of the social, political, intellectual and theoretical approaches impacting the black lived experience. The course serves as an introduction to African American Studies with and is required of all students in the concentrations of African American Studies and Africana Women's Studies.		
<b>CAAS 804</b>	<b>Dissertation Research</b>	<b>3 Credits</b>
Direct advisement through individual and tutorial sessions with faculty in the completion of the thesis and research writing process. Students are expected to attend the tutorial sessions. <b>Prerequisite:</b> Completion of Comprehensive examination and approval of department chair. <b>Course may be repeated for credit.</b>		
<b>CAAS 805</b>	<b>Thesis Research</b>	<b>3 Credits</b>
Direct advisement through individual and tutorial sessions with faculty in the completion of the thesis and research writing process. Students are expected to attend the tutorial sessions. <b>Prerequisite:</b> Completion of Comprehensive examination and approval of department chair. <b>Course may be repeated for credit.</b>		
<b>CAWS 500</b>	<b>Political Theory</b>	<b>3 Credits</b>
An in-depth analysis of the major schools of thoughts in the field of political theory from the classical period to the present with emphasis on theories about women and politics. Particular attention is given to Third-World theories about women in politics. (See also CPSC 543).		
<b>CAWS 501</b>	<b>Feminist Theory</b>	<b>3 Credits</b>
Examines and analyzes the various theoretical, strategic and political positions which characterize the literature and the study of women-related issues. Special emphasis is given to the study of black feminist theory. (See also CPSC 606).		

<b>CAWS 502</b>	<b>Africana Feminist Theory</b>	<b>3 Credits</b>
A critical examination and analysis of the historical and current theories about the role and status of women of African descent. Open to advanced undergraduates with permission of instructor.		
<b>CAWS 503</b>	<b>Feminist Methodology</b>	<b>3 Credits</b>
A variety of research, resources, techniques, and approaches to women's studies are reviewed and assessed.		
<b>CAWS 504</b>	<b>Comparative Third World Women</b>	<b>3 Credits</b>
An examination of the social, political, psychological and economic conditions of African-American, Caribbean, and African women, with a view toward identifying and comparing similarities and differences among the three groups of women.		
<b>CAWS 505</b>	<b>Women in the Labor Market</b>	<b>3 Credits</b>
An examination of occupational and economic conditions, constraints, and patterns of female wage earners in America; black, white, rural, urban, poor, middle class, and women at various educational levels are discussed.		
<b>CAWS 506</b>	<b>Women and Development</b>	<b>3 Credits</b>
Emphasis is on the role, priorities and systematic problems associated with female participation in the development process.		
<b>CAWS 507</b>	<b>Rural Women</b>	<b>3 Credits</b>
A cross-cultural look at the lifestyles, socioeconomic, and political conditions and concerns of rural African, Caribbean and African-American women. <i>Prerequisite:</i> CAWS 506.		
<b>CAWS 508</b>	<b>Urban Women in Africa and the Caribbean</b>	<b>3 Credits</b>
A cross-cultural analysis of the concerns and conditions of African and Caribbean women who live in urban areas.		
<b>CAWS 509</b>	<b>Africana Women and Public Policy</b>	<b>3 Credits</b>
A review of public policy issues which impact the status and conditions of Africana women. The degree and results of their participation in government policymaking is also examined. <i>Prerequisite:</i> A course in public policy analysis.		
<b>CAWS 510</b>	<b>Africana Women in International Affairs</b>	<b>3 Credits</b>
A survey of the degree and level of Africana women's involvement in foreign policy making, diplomatic missions, international agencies and organizations. Positions held, career advancement patterns, and issues championed by these women are examined and analyzed. <i>Prerequisites:</i> CAWS 490 and CAWS 506.		
<b>CAWS 517</b>	<b>Women in Politics Seminar</b>	<b>3 Credits</b>
A study of the roles, activities and problems confronting women participating in the political system. The discrete subject of the Seminar will vary from semester to semester. (See also CPCS 517)		
<b>CAWS 537</b>	<b>The African Novel</b>	<b>3 Credits</b>
A study of modern African novels written in English with attention to their social contexts. (See also CENG 530)		
<b>CAWS 538</b>	<b>Caribbean Women and Work</b>	<b>3 Credits</b>
A study of the motives and conditions under which Caribbean women work in the formal and informal economics of their states.		
<b>CAWS 539</b>	<b>Third World Women and Development</b>	<b>3 Credits</b>
The history, status and role of Third-World women in development are the focus. Governmental policies and practices toward women as well as movement and activities of Third-World women are examined. (See also CPSC 539)		
<b>CAWS 540</b>	<b>Caribbean Women Writers</b>	<b>3 Credits</b>
A study of the writings of Caribbean women writers, their topics, perspectives, and motivation for writing. (See also CENG 591)		
<b>CAWS 542</b>	<b>Seminar on Comparative Politics</b>	<b>3 Credits</b>
Designed for advanced students concentrating in Comparative Politics. Focus is on readings and research on selected topics and problems in comparative politics. (See also CPSC 542).		
<b>CAWS 549</b>	<b>Women in Contemporary Africana Fiction</b>	<b>3 Credits</b>
Examination of the status of women in modern African/African-American fiction including fiction of women throughout the African Diaspora with comparisons to their actual status in these societies. (See also CENG 590).		
<b>CAWS 591</b>	<b>The Black Aesthetic</b>	<b>3 Credits</b>
Analysis of the concept of a black world view and culture, including readings in the Western and African aesthetics as well as black American critical writings.		
<b>CAWS 600</b>	<b>Seminar on Africana Women's Studies</b>	<b>3 Credits</b>
A team-taught course designed to highlight the history, cultural diversity, contributions, and approaches to Africana Women's Studies.		
<b>CAWS 601</b>	<b>Directed Research</b>	<b>3-6 Credits</b>
Course is designed to provide students with an opportunity to engage in other learning experiences not available through general course work. Student and a designated faculty member plan the syllabus for the course. May be taken only twice toward completion of the program of study. Prior approval of the instructor is required.		

<b>CAWS 602</b>	<b>Thesis Research I</b>	<b>3 Credits</b>
Direct advisement through individual and tutorial sessions with faculty in the completion of the thesis and research writing process. Students are expected to attend the tutorial sessions. <b>Prerequisite:</b> Completion of Comprehensive Examination and approval of department chair.		
<b>CAWS 603</b>	<b>Thesis Research II</b>	<b>3 Credits</b>
Direct advisement through individual and tutorial sessions with faculty in the completion of the thesis and research writing process. Students are expected to attend the tutorial sessions. <b>Prerequisite:</b> Completion of Comprehensive Examination and approval of department chair.		
<b>CAWS 611</b>	<b>Introduction to Africana Women's Studies</b>	<b>3 Credits</b>
This course is designed to introduce students to the discipline of Africana Women's Studies by providing an overview of the social, political, intellectual and theoretical approaches utilized in such an academic undertaking.		
<b>CAWS 615</b>	<b>Race, Sex, and Class</b>	<b>3 Credits</b>
An examination of the causes and consequences of social and economic cleavages based on race, sex, and class. Emphasis is on the effects of these on African peoples generally and women specifically.		
<b>CAWS 617</b>	<b>Feminist Criticism</b>	<b>3 Credits</b>
An exploration and assessment of historical and contemporary concepts, issues, and concerns from a critical, feminist perspective.		
<b>CAWS 651</b>	<b>Internship</b>	<b>3-9 Credits</b>
Students may do supervised internships in the United States with community-based organizations, schools and other approved agencies and abroad in a women's program or other approved arena. A minimum of 240 hours of work is required. <b>Prerequisite:</b> Approval of the faculty member supervising the experience, department chair, and agency representative.		
<b>CAWS 652</b>	<b>Capstone I</b>	<b>3 Credits</b>
Students are introduced to concepts and approaches related to research in Africana Women's Studies. Students will engage in intensive readings of classical and contemporary texts which reflect the complexities of African-American Studies as the basis for learning the process of writing a thesis. Upon completion of the course, students will submit an approved topic, working bibliography and an introductory chapter.		
<b>CAWS 653</b>	<b>Capstone II</b>	<b>3 Credits</b>
Students will engage in intensive readings of contemporary texts which reflect the complexities of Africana Women's lived experiences. Readings assigned in Capstone I and II serve as the basis for the completion of a project consisting of an approved topic, introduction, review of the literature and bibliography.		
<b>CAWS 802</b>	<b>Dissertation Consultation</b>	<b>1 Credit</b>
Direct advisement through individual and tutorial sessions with faculty in the completion of the thesis and research writing process. Students are expected to attend the tutorial sessions. Prerequisite: Completion of Comprehensive examination and approval of department chair. Course may be repeated for credit.		
<b>CBIO 501</b>	<b>Biology Seminar I</b>	<b>0 Credit</b>
This course meets once a week during the fall semester to provide a forum to hear research reports from faculty, invited speakers and degree candidates. The course is required of all graduate students.		
<b>CBIO 502</b>	<b>Biology Seminar II</b>	<b>0 Credit</b>
This course meets once a week during the spring semester to provide a forum to hear research reports from faculty, invited speakers and degree candidates. The course is required of all graduate students.		
<b>CBIO 504</b>	<b>Molecular Genetics</b>	<b>3 Credits</b>
This course focuses on prokaryotic, bacteriophage, other viruses, and gene structure, function and regulation. Molecular details of DNA isomerization, replication, RNA transcription and translation are presented. The course also covers genetic codes, r-RNAs and t-RNAs, molecular mechanisms, transposition, mutation, repair and recombination in DNA. (Three [3] lecture hours per week)		
<b>CBIO 505</b>	<b>Microbial Physiology</b>	<b>3 Credits</b>
This course focuses on studies of living processes in prokaryotic cells. Topics of discussion from recent literature include cell structure and function, metabolism and regulatory networks, membrane transport, stress response, mechanisms of resistance to antibiotics and cellular differentiation. (Three [3] lecture hours per week)		
<b>CBIO 506</b>	<b>Cell Biology</b>	<b>3 Credits</b>
Cellular structure, biosynthesis and function of eukaryotic cells are presented in this course. (Three [3] lecture hours per week)		
<b>CBIO 509</b>	<b>Methods and Techniques in Biology</b>	<b>3 Credits</b>

This is a laboratory course that covers techniques such as absorption and fluorescence spectroscopy, ultracentrifugation, diffusion, sedimentation, electrophoresis, spectrometry, x-ray diffraction, nuclear chemistry and chromatography. (Three [3] lecture hours per week)		
<b>CBIO 511 (or CCHE 551)</b>	<b>Biochemistry I</b>	<b>3 Credits</b>
Students study Biosynthesis and the biological significance of carbohydrates, lipids, proteins, enzymes, nucleic acids and other endogenous compounds in this course. (Three [3] lecture hours per week).		
<b>CBIO 512 (or CCHE 552)</b>	<b>Biochemistry II</b>	<b>3 Credits</b>
Topics on the function and interaction of metabolic pathways in eukaryotic cells are presented with emphasis on biosynthesis and the biological significance of carbohydrates, lipids, proteins, enzymes, nucleic acids and other endogenous compounds. (Three [3] lecture hours per week)		
<b>CBIO 551</b>	<b>Biostatistics</b>	<b>3 Credits</b>
Statistical theory and methods as applied to biological research are emphasized. (Three [3] lecture hours per week)		
<b>CBIO 556</b>	<b>Bioinformatics</b>	<b>3 Credits</b>
Bioinformatics is an emerging field that comprises the intersection of biology, mathematics, and computer science to address biological and medical research problems. The general objective of the course is to provide a one-semester introduction and overview to the fields of bioinformatics and genomics. <b>Prerequisites:</b> Graduate students must have completed the CBIO 551 (biostatistics) or equivalent. Undergraduate students must be junior status, GPA 3.0 or higher, a course in Biostatistics/Statistics (200 level or above) and permission of instructor. (Three [3] lecture hours per week)		
<b>CBIO 589</b>	<b>Laboratory in Molecular Genetics</b>	<b>4 Credits</b>
This laboratory course focuses on recombinant DNA and sequencing methods.		
<b>CBIO 599</b>	<b>Special Topics</b>	<b>1-4 Credits</b>
The course is designed to present selected contemporary topics in biology. The course may be repeated for credit when topics vary.		
<b>CBIO 631</b>	<b>Advances in Biochemistry</b>	<b>3 Credits</b>
Topics presented in this course focus on recent literature and discoveries in specific areas of biochemistry. <b>Prerequisites:</b> CBIO 511, 512. (Three [3] lecture hours per week)		
<b>CBIO 633</b>	<b>Advances in Molecular Biology</b>	<b>3 Credits</b>
Topics in this course focus on recent literature and discoveries in specific areas of molecular biology. Content is presented through lectures, group discussions, assignments and formal presentations. <b>Prerequisites:</b> CBIO 504, 514. (Three [3] lecture hours per week)		
<b>CBIO 635</b>	<b>Advances in Cellular Biology</b>	<b>3 Credits</b>
Topics presented in this course focus on recent literature and discoveries in a specific area of cellular biology. <b>Prerequisite:</b> CBIO 506. (Three [3] lecture hours per week)		
<b>CBIO 641</b>	<b>Advances in Molecular Genetics</b>	<b>3 Credits</b>
Topics in this course focus on contemporary literature and new discoveries in molecular genetics. Content is presented through lectures, group discussions, assignments and formal presentations. <b>Prerequisites:</b> CBIO 504, CBIO 491-492 or CBIO 506. (Three [3] lecture hours per week)		
<b>CBIO 801</b>	<b>Thesis Consultation</b>	<b>1 Credit</b>
<b>CBIO 871</b>	<b>Research in Molecular Biology</b>	<b>Variable 3-12 Credits</b>
<b>CBIO 881</b>	<b>Research in Cellular Biology</b>	<b>Variable 3-12 Credits</b>
<b>CBIO 884</b>	<b>Research in Biochemistry</b>	<b>Variable 3-12 Credits</b>
<b>CBIO 991</b>	<b>Dissertation Consultation</b>	<b>1 Credit</b>
<b>CCHE 508</b>	<b>Graduate-Level Seminar in Chemistry</b>	<b>1 Credit</b>
This is a one-hour lecture/seminar course. One year (two semesters) of the course generates one hour of credit. Required of all graduate students.		
<b>CCHE 511</b>	<b>Environmental Chemistry</b>	<b>3 Credits</b>
An examination of the origins, transport, reactions, effects, ultimate fate of hazardous waste in the environment. This course is designed to develop a working level knowledge of: (1) chemistry fundamentals; and (2) the basic principles and concepts of environmental chemistry: including (a) geochemistry; (b) atmospheric chemistry; c) environmental microbiology; and (d) waste treatment. (Three [3] lecture hours per week)		



<b>CCHE 512</b>	<b>Instrumental Methods</b>	<b>3 Credits</b>
An advanced lecture course focuses on the typical theory, design, and practical application of spectroscopic and chromatographic instrumentation for chemical analysis. (Three [3] lecture hours per week)		
<b>CCHE 521</b>	<b>Advanced Inorganic Chemistry</b>	<b>3 Credits</b>
Treatment of bonding and structure, oxidation-reduction and acid-base theory, and correlation with chemical reactivity, and Ligand field theory. (Three [3] lecture hours per week)		
<b>CCHE 523</b>	<b>Coordination Chemistry</b>	<b>3 Credits</b>
Ligand field theory, spectral interpretations, stability considerations, synthetic methods, unusual oxidation states, other topics of current interest. (Three [3] lecture hours per week)		
<b>CCHE 524</b>	<b>Physical Methods in Inorganic Chemistry</b>	<b>3 Credits</b>
Application of NMR, IR, UV-VIS, Raman spectroscopy to inorganic chemistry (Three [3] lecture hours per week)		
<b>CCHE 531</b>	<b>Mechanistic Organic Chemistry</b>	<b>3 Credits</b>
Treatment of bonding, resonance, inductive and steric effects and discussion reactive intermediates, nucleophilic substitution and elimination reactions a mechanistic point of view. (Three [3] lecture hours per week)		
<b>CCHE 532</b>	<b>Organic Synthesis</b>	<b>3 Credits</b>
The chemistry of aromatic, heterocyclic and alicyclic compounds with emphasis on mechanisms. This course will teach students the disconnection approach for the synthesis of complex organic molecules. The course will present modern methods for carbon-carbon bond formation and apply these methods to prepare target		
<b>CCHE 533</b>	<b>Physical Organic Chemistry</b>	<b>3 Credits</b>
Molecular orbital calculations, frontier molecular orbital theory and organic reaction mechanisms, stereochemistry of organic molecules containing centers, planes and axes of chirality. (Three [3] lecture hours per week)		
<b>CCHE 541</b>	<b>Thermodynamics</b>	<b>3 Credits</b>
A rigorous treatment of basic theories and methods in chemical thermodynamics and equilibria including phase equilibria, chemical reactions, real solutions, surface effects, and some applications to macromolecules. (Three [3] lecture hours per		
<b>CCHE 542</b>	<b>Quantum Chemistry</b>	<b>3 Credits</b>
Concepts and general principles of wave mechanics, with mathematical discussion of the hydrogen atom and harmonic oscillator. Introduction to matrix mechanics, angular momentum operators, and applications to small molecules. Variational and perturbation techniques are discussed. (Three [3] lecture hours per week)		
<b>CCHE 544</b>	<b>Molecular Spectroscopy</b>	<b>3 Credits</b>
Introduction and discussion of the fundamentals of rotational, vibrational, Raman, and electronic spectra. Development of the quantum mechanical treatment of these phenomena. (Three [3] lecture hours per week)		
<b>CCHE 545</b>	<b>Statistical Mechanics</b>	<b>3 Credits</b>
Statistical methods as applied to thermodynamics: molar partition function of mono-, di-, and poly-atomic molecules and their applications to the interpretation of chemical phenomena. (Three [3] lecture hours per week)		
<b>CCHE 546</b>	<b>Kinetics</b>	<b>3 Credits</b>
A rigorous treatment of reactions in the gas phase and in solution. Complex reactions, some reaction mechanisms in solution, analysis of and measurement of rates in fast reactions. (Three [3] lecture hours per week)		
<b>CCHE 547</b>	<b>Magnetic Resonance</b>	<b>3 Credits</b>
Treatment of basic theory of NMR and EPR including the Bloch equation, Fourier transform NMR and spin relaxation mechanisms, discussion of theoretical and experimental determination of NMR parameters, applications, and solid state experiments. (Three [3] lecture hours per week)		
<b>CCHE 551</b>	<b>Advanced Biochemistry I</b>	<b>3 Credits</b>
A study of the chemistry of carbohydrates, lipids, proteins, enzymes, and other compounds of biological significance and their applications to biological systems, enzyme kinetics. (Three [3] lecture hours per week)		
<b>CCHE 552</b>	<b>Advanced Biochemistry II</b>	<b>3 Credits</b>
Bioenergetics of metabolic reactions, metabolism of carbohydrates, lipids, proteins, nucleotides. An intensive study of protein synthesis, membrane transport and biochemical genetics. (Three [3] lecture hours per week)		
<b>CCHE 561</b>	<b>Topics in Industrial Chemistry</b>	<b>3 Credits</b>
Introduction to topics in chemical product development. Laboratory synthesis; scale-up to pilot plant and manufacturing; process control; process and equipment design; quality control and environmental issues; product marketing; and chemical industry management issues. Lectures will be given by personnel from a variety of areas of the chemical industry: energy inorganic chemicals; polymers; pharmaceuticals; surfactants; soaps; and detergents, etc. (Three [3] lecture hours per week)		
<b>CCHE 562</b>	<b>Scale-Up for Chemists</b>	<b>3 Credits</b>
This course is designed to acquaint the student with the principles of chemical production scale-up and manufacture. Topics such as material and energy balance; transport phenomena involving momentum and energy transfer and unit operations of heat and mass transfer; and process and equipment design. (Three [3] lecture hours per week)		

<b>CCHE 563</b>	<b>Catalysis</b>	<b>3 Credits</b>
Principles of catalysis, classification of catalyst systems, catalyst characterization, absorption of molecules on catalyst surfaces as prerequisite for catalytic reactions, kinetics of catalytic reactions, catalysis by metals, organometallic and inorganic compounds, selected examples of catalyzed industrial reactions, applications of catalysis to solving environmental		
<b>CCHE 571</b>	<b>Introduction to Polymer Chemistry</b>	<b>3 Credits</b>
Synthesis, including radical and ionic polymerization and polycondens reactions, structure-property relationships, characterization and rheological properties of polymeric materials.		
<b>CCHE 572</b>	<b>Techniques in Polymer Chemistry</b>	<b>3 Credits</b>
A course designed to introduce students to experimental polymer chemistry, synthesis using ionic, free-radical and condensation polymerizations, molecular weight measurements by viscosity, osmometry, gel permeation and light scattering, spectroscopic characterization of polymers, measurements of thermal transitions. (Three [3] lecture hours per		
<b>CCHE 573</b>	<b>Physical Polymer Science</b>	<b>3 Credits</b>
Course deals with interrelationships among polymer structure, physical properties, and useful behavior of polymers. Topics to be covered include chain structure and configuration, solution and phase behavior, glass-rubber transition behavior, rubber elasticity, polymer viscoelasticity and flow, mechanical behavior of polymers, etc. (Three [3] lecture hours per week)		
<b>CCHE 618</b>	<b>Topics in Analytical Chemistry - Environmental Monitoring</b>	<b>3 Credits</b>
Advanced topics in analytical and environmental chemistry including separations, spectroscopy and mass spectrometry. Elements and operational principles of ISO 14001 Environmental Management System and ISO 9001/2 Quality Management System and chemical principles and operational characteristics of chemical instruments as applied to environmental monitoring with EPA established protocols. (Three [3] lecture hours per week)		
<b>CCHE 621</b>	<b>Topics in Inorganic Chemistry</b>	<b>3 Credits</b>
In-depth treatment of areas of inorganic chemistry of current interest. (Three [3] lecture hours per week.)		
<b>CCHE 631</b>	<b>Advanced Organic Synthesis</b>	<b>3 Credits</b>
Chemi-, regio-, and stereo selective methods for the efficient synthesis of multifunctional organic compounds utilizing the concepts of structural and reactivity equivalency. (Three [3] lecture hours per week)		
<b>CCHE 632</b>	<b>Stereochemistry</b>	<b>3 Credits</b>
Organic molecules containing centers, planes and axes of chirality in terms of their absolute and relative configurations and such topics of prochirality, conformational analysis, resolution and introductory asymmetric synthesis. (Three [3] lecture hours per week)		
<b>CCHE 633</b>	<b>Photochemistry</b>	<b>3 Credits</b>
A course on general theory and concepts in organic photoreactions. The course will cover electronic orbitals, chemical dynamics, potential energy surfaces, photophysical radiation less transitions, mechanistic photochemistry and photo reactions. Treatment of areas of organic chemistry of current interest. (Three [3] lecture hours per week)		
<b>CCHE 639</b>	<b>Organometallic Chemistry</b>	<b>3 Credits</b>
An introduction to the synthesis, structure, bonding, and reactivity of organometallic complexes. (Three [3] lecture hours per week)		
<b>CCHE 644</b>	<b>Topics in Physical Chemistry</b>	<b>3 Credits</b>
In-depth treatment of areas in physical chemistry of current interest. (Three [3] lecture hours per week)		
<b>CCHE 651</b>	<b>Physical Biochemistry</b>	<b>3 Credits</b>
Survey of various spectroscopic techniques and hydrodynamic, nonhydrodynamic and electric charge methods for determination of size, shape, and molecular weight of biomacromolecules with discussion of selected topics such as relaxation spectrometry, solutions of macromolecule, and X-ray diffraction. (Three [3] lecture hours per week)		
<b>CCHE 652</b>	<b>Topics in Biochemistry</b>	<b>3 Credits</b>
In-depth treatment of areas of biochemistry of current interest, including immunology, signal transduction, and carcinogenesis. (Three [3] lecture hours per week)		
<b>CCHE 653</b>	<b>Protein Biochemistry</b>	<b>3 Credits</b>
In-depth treatment of current topics in protein structure and function. Analytical methods for study of proteins. Conformation and folding of proteins. Allosteric interactions, genetic engineering of proteins.		
<b>CCHE 654</b>	<b>Enzymology</b>	<b>3 Credits</b>
In depth treatment of enzyme regulation, kinetics and formal model of catalysis, the anatomy of enzymes, allosteric enzymes; topics may be selected based on mutual interests of students and instructor. (Three [3] lecture hours per week)		
<b>CCHE 655</b>	<b>Membrane Biochemistry</b>	<b>3 Credits</b>
A consideration of biological membranes, membrane transport, membrane structure, excitable membranes and sensory systems and signal transduction, membrane proteins, lipid metabolism. Other topics may be selected based on mutual interests of students and instructor.		



<b>CCHE 673</b>	<b>Organic Chemistry of High Polymers</b>	<b>3 Credits</b>
In-depth discussion of the synthesis of polymeric molecules, "living" ionic initiators and organometallic initiators, emphasis on the synthesis of stereoregular, block, cyclic and functional polymers, polymeric reagents and catalysts, macro-monomers, synthetic inorganic polymers. (Three [3] lecture hours per week)		
<b>CCHE 674</b>	<b>Topics in Polymer Chemistry</b>	<b>3 Credits</b>
Course addresses current trends and topics of interest in polymer sciences. may include polymerization mechanism, polymer blends and composites, polymer spectroscopy, engineering properties of polymer, chemistry of mate polymer processing, etc., materials, polymer processing, etc. (Three [3] lecture hours per week)		
<b>CCHE 700</b>	<b>Thesis Consultation</b>	<b>1 Credit</b>
<b>CCHE 7XX</b>	<b>Thesis Research Area of Study</b>	<b>Variable Credits</b>
<b>CCHE 710</b>	<b>Research in Analytical Chemistry</b>	<b>Variable Credits</b>
<b>CCHE 720</b>	<b>Research in Inorganic Chemistry</b>	<b>Variable Credits</b>
<b>CCHE 730</b>	<b>Research in Organic Chemistry</b>	<b>Variable Credits</b>
<b>CCHE 731</b>	<b>Research in Physical Biochemistry</b>	<b>Variable Credits</b>
<b>CCHE 740</b>	<b>Research in Physical Chemistry</b>	<b>Variable Credits</b>
<b>CCHE 750</b>	<b>Research in Biochemistry</b>	<b>Variable Credits</b>
<b>CCHE 760</b>	<b>Research in Industrial Chemistry</b>	<b>Variable Credits</b>
<b>CCHE 770</b>	<b>Research in Polymer Chemistry</b>	<b>Variable Credits</b>
<b>CCHE 790</b>	<b>External Research</b>	<b>Variable Credits</b>
<b>CCHE 800</b>	<b>Internship</b>	<b>6 Credits</b>
<b>CCHE 901</b>	<b>Dissertation Consultation</b>	<b>1 Credit</b>
<b>CCIS 500</b>	<b>Applications Software</b>	<b>3 Credits</b>
For non-majors, emphasizing hands-on training in the use of Microsoft Office Suites, including application-oriented projects in word processing, spreadsheets, database design, and presentations design. <b>Prerequisite:</b> Graduate standing.		
<b>CCIS 509</b>	<b>Introduction to Information Systems</b>	<b>3 Credits</b>
Study of Information Systems at an introductory level. Topics include data structures, hardware concepts, software engineering, programming languages, and operating systems.		
<b>CCIS 571</b>	<b>Introduction to Algorithms</b>	<b>3 Credits</b>
Study of algorithm design, using appropriate data structures. Topics include algorithms for sorting, searching and graph traversal and complexity issues.		
<b>CCIS 572</b>	<b>Introduction to Computer Architecture</b>	<b>3 Credits</b>
Study of logical organization of computer hardware and functional components.		
<b>CCIS 573</b>	<b>Introduction to Operating Systems</b>	<b>3 Credits</b>
Study of basic operating system structures and designs, including process management, resource management and implementation.		
<b>CCIS 574</b>	<b>Introduction to Database Systems</b>	<b>3 Credits</b>
Study of basic concepts of databases, query processing and other topics of interest.		
<b>CCIS 575</b>	<b>Introduction to Artificial Intelligence</b>	<b>3 Credits</b>
Introductory study of intelligent problem solving and search algorithms, inference systems, machine intelligence and knowledge organization.		
<b>CCIS 576</b>	<b>Programming Languages and Compilers</b>	<b>3 Credits</b>
Overview of syntactic, semantic and pragmatic principles of programming. Parsing, translation and compiler construction.		
<b>CCIS 671</b>	<b>Algorithm Design and Analysis</b>	<b>3 Credits</b>
Study of algorithm design and analysis techniques. Topics include designing algorithms for sorting, order statistics, set manipulation, graphs, fast Fourier transforms and mathematical manipulations. An introduction to NP completeness theory. <b>Prerequisite:</b> CCIS 571.		

<b>CCIS 672</b>	<b>Computer Organization</b>	<b>3 Credits</b>
Advanced study of logical organization of functional components of computers, including processors, control units and memory. Topics also include interconnection networks, memory hierarchies, array and pipeline machines. <i>Prerequisite:</i> CCIS 573.		
<b>CCIS 673</b>	<b>Operating Systems Design</b>	<b>3 Credits</b>
Advanced study of major issues in operating systems including resource management, concurrent programs and duality of operating systems. <i>Prerequisite:</i> CCIS 573.		
<b>CCIS 674</b>	<b>Database Design</b>	<b>3 Credits</b>
Advanced study of database design including data models, relational interfaces, relational database design, query optimization, crash recovery and concurrency control. Concepts are reinforced via design projects. <i>Prerequisite:</i> CCIS 574.		
<b>CCIS 675</b>	<b>Artificial Intelligence</b>	<b>3 Credits</b>
Advanced study of problem solving, theorem proving, knowledge representation, expert systems, learning and natural language processing. <i>Prerequisite:</i> CCIS 575.		
<b>CCIS 676</b>	<b>Theory of Programming Languages Design</b>	<b>3 Credits</b>
Study of features of modern programming languages and issues of modular, concurrent, functional, logic and object programming. Topics also include exception handling and software reuse. <i>Prerequisite:</i> CCIS 576.		
<b>CCIS 681</b>	<b>Computability Theory</b>	<b>3 Credits</b>
Introduction to computability theory including recursive function theory, Turing machines and self-modifying programs. <i>Prerequisite:</i> CCIS 571.		
<b>CCIS 683</b>	<b>Algorithms for Parallel Computers</b>	<b>3 Credits</b>
Study of parallel algorithms and architecture. Topics include design and analysis of parallel algorithms for sorting, searching, graphs, mathematical manipulations and numerical problems. <i>Prerequisites:</i> CCIS 671 and CCIS 672.		
<b>CCIS 691</b>	<b>Software Engineering</b>	<b>3 Credits</b>
Study of the concept of software process as a framework for developing software systems with emphasis on various management issues. Topics in alternative models for the software process. <i>Prerequisite:</i> Graduate standing.		
<b>CCIS 701</b>	<b>Logic Circuit Design</b>	<b>3 Credits</b>
Study of the design of switching and sequential circuits, including timing, structure, realization and modular logic design and related problems of physical design and modeling. <i>Prerequisite:</i> CCIS 572.		
<b>CCIS 702</b>	<b>VLSI Design</b>	<b>3 Credits</b>
Study of VLSI systems design, emphasizing quantitative characterization, analysis and computer techniques. <i>Prerequisite:</i> CCIS 701.		
<b>CCIS 703</b>	<b>Microprocessor Design</b>	<b>3 Credits</b>
Introductory study of the concept, design and operation of microprocessors. Topics include architecture, programming, comparative microprocessor evaluation, system design techniques and applications. <i>Prerequisites:</i> CCIS 572, CCIS 701, CCIS 702.		
<b>CCIS 709</b>	<b>Digital Signal Processing</b>	<b>3 Credits</b>
Study of signals in a digital representation and the processing methods of these signals. Topics include time-series analysis, transformations, and filters. <i>Co-requisite:</i> CCIS 709L		
<b>CCIS 709L</b>	<b>Digital Signal Processing Laboratory</b>	<b>0 Credit</b>
Hands-on projects in Digital Signal Processing. <i>Co-requisite:</i> CCIS 709.		
<b>CCIS 710</b>	<b>Embedded Systems</b>	<b>3 Credits</b>
Embedded systems are computers that are often specialized for a single task. Topics include system architecture, real-time system, input/output devices and development kits. <i>Co-requisite:</i> CCIS 710L.		
<b>CCIS 710L</b>	<b>Embedded Systems Laboratory</b>	<b>0 Credit</b>
Hands-on projects in Embedded Systems. <i>Co-requisite:</i> CCIS 710.		
<b>CCIS 711</b>	<b>Image Processing</b>	<b>3 Credits</b>
Study of theories of image manipulation and feature extraction. Topics include pixel transformation, filters, edge-detection, color spaces and corrections, and compression. <i>Prerequisites:</i> CCIS 709. <i>Co-requisite:</i> CCIS 711L.		
<b>CCIS 711L</b>	<b>Image Processing Laboratory</b>	<b>0 Credit</b>
Hands-on projects in Image Processing. <i>Co-requisite:</i> CCIS 711.		
<b>CCIS 712</b>	<b>Computer Vision</b>	<b>3 Credits</b>
Topics include feature extraction, pattern recognition, spatial recognition, fast color tracking, and stereoscopic vision. <i>Prerequisite:</i> CCIS 711. <i>Co-requisite:</i> CCIS 712L.		
<b>CCIS 712L</b>	<b>Computer Vision Laboratory</b>	<b>0 Credit</b>
Hands-on projects in Computer Vision. <i>Co-requisite:</i> CCIS 712.		
<b>CCIS 713</b>	<b>Robotics</b>	<b>3 Credits</b>

Topics include hierarchical and reactive paradigms, localization and navigation, analysis of range and vision sensors, planning, and multi-agent paradigms. <b>Prerequisite:</b> CCIS 675. <b>Co-requisite:</b> CCIS 713L.		
<b>CCIS 713L</b>	<b>Robotics Laboratory</b>	<b>0 Credit</b>
Hands on projects in Robotics. <b>Co-requisite:</b> CCIS 713.		
<b>CCIS 714</b>	<b>Distributed Systems</b>	<b>3 Credits</b>
Provides a comprehensive overview of the concepts relevant to information security. Concepts include development of security policy, malicious code, general purpose protection of resources, trusted systems, and cryptography.		
<b>CCIS 715</b>	<b>Pattern Recognition</b>	<b>3 Credits</b>
Introduction to theory and application of decision-theoretic and syntactic methods of pattern recognition. Topics include deterministic and statistical algorithms, cluster seeking and automatic learning of decision functions and grammars.		
<b>CCIS 720</b>	<b>Data Communication</b>	<b>3 Credits</b>
Study of theories and methods to data communication techniques, data link control, multiplexing and communication networking.		
<b>CCIS 721</b>	<b>Data Security</b>	<b>3 Credits</b>
Provides a comprehensive overview of the concepts relevant to information security. Concepts include development of security policy, malicious code, general purpose protection of resources, trusted systems, and cryptography.		
<b>CCIS 722</b>	<b>Computer Forensics</b>	<b>3 Credits</b>
The objective of computer forensics is to extract, analyze and report on data found in computer files and storage media. Topics include methods and tools to recover deleted or distorted data, encryption, intrusion detection, and analysis of log		
<b>CCIS 723</b>	<b>Wireless and Wired Networks</b>	<b>3 Credits</b>
Study of design and analysis techniques for wireless and wired computer networks. Topics include network device hardware, topologies, medium access control, protocol models like OSI, routing, and QoS.		
<b>CCIS 724</b>	<b>Information Assurance</b>	<b>3 Credits</b>
Study of commercial off-the-shelf and research tools relevant to information assurance. Topics include: firewalls, password cracking, system administration tools, intrusion detection and prevention, and wireless security.		
<b>CCIS 729</b>	<b>Internet Application Design</b>	<b>3 Credits</b>
Internet applications require software on the client side and on the server side. This course focuses on server-side programming. Topics include Common Gateway Interface (CGI), server pages, database access, and AJAX. <b>Prerequisite:</b> CCIS 574.		
<b>CCIS 730</b>	<b>Digital Multimedia</b>	<b>3 Credits</b>
Introduction of concepts and tools to create and distribute digital photographs, video and sound. Topics include data formats, streaming protocols, compression algorithms, bandwidth requirements, perceived quality, water-marking, digital signatures, and Digital Rights Protection.		
<b>CCIS 731</b>	<b>Human Computer Interfaces</b>	<b>3 Credits</b>
Study of human factors involved in interaction with computers. Topics include terminal emulation, split-screen technology, menu-driven input, command-line processing and response-time considerations.		
<b>CCIS 732</b>	<b>E-Commerce with Web-services</b>	<b>3 Credits</b>
Study of electronic commerce applications. Topics include technical infrastructure, business strategies, performance metrics, and policies.		
<b>CCIS 735</b>	<b>Knowledge-intensive Systems</b>	<b>3 Credits</b>
Study of expert systems, data-mining, and knowledge representation. Topics include rule-based programming, semantic Web, reasoning, cluster analysis and self-organizing maps. <b>Prerequisite:</b> CCIS 675.		
<b>CCIS 800</b>	<b>Practical Training</b>	<b>3 Credits</b>
Advanced practical training with government laboratories and industry via cooperative education and internship programs. To receive credit for this course, a student must register prior to undertaking the proposed work. <b>Prerequisite:</b> Approval of the Department Chair.		
<b>CCIS 801</b>	<b>Topics in Computer Science</b>	<b>3 Credits</b>
Advanced study of a topic of current interest in the department, leading to a publishable technical report. <b>Prerequisite:</b> Approval of the Department Chair. Course may be repeated for credit.		
<b>CCIS 803</b>	<b>Research/Design Project in Systems Software/Hardware</b>	<b>3 Credits</b>
<b>Prerequisites:</b> CCIS 672 and 673.		
<b>CCIS 805</b>	<b>Research/Design Project in Data Base</b>	<b>3 Credits</b>
<b>Prerequisite:</b> CCIS 674		
<b>CCIS 807</b>	<b>Research/Design Project in Distributed Systems/Networking</b>	<b>3 Credits</b>
<b>Prerequisite:</b> consent of instructor.		
<b>CCIS 809</b>	<b>Research/Design Project in Software Engineering</b>	<b>3 Credits</b>

<b>Prerequisite:</b> CCIS 691.		
<b>CCIS 811</b>	<b>Research/Design Project in Artificial Intelligence</b>	<b>3 Credits</b>
<b>Prerequisite:</b> CCIS 675.		
<b>CCIS 815</b>	<b>Research/Design Project in Information Systems</b>	<b>3 Credits</b>
<b>Prerequisite:</b> CCIS 721.		
<b>CCIS 821</b>	<b>Thesis Research</b>	<b>3 Credits</b>
<b>COUN 501</b>	<b>Introduction to Counseling</b>	<b>3 Credits</b>
Provides a philosophical orientation to the counseling profession. Addresses the characteristics of effective counselors, nature of the therapeutic relationship, and process of counseling. Activities are both didactic and experiential in nature. (Offered in fall and spring)		
<b>COUN 502</b>	<b>Helping Relationship Skills</b>	<b>3 Credits</b>
Provides a broad understanding of the theoretical foundations of the helping processes necessary for building therapeutic relationship, including cross-cultural counseling theories and the tools and techniques used to foster effective helping relationships. Students will develop intrapersonal and interpersonal relationships through practice of basic counseling skills needed to be an effective counselor. (offered in fall and spring)		
<b>COUN 503</b>	<b>Human Growth and Development</b>	<b>3 Credits</b>
Provides an overview of the biological, psychosocial, and cognitive aspects of human growth and development across the life span. The Grand Theories and Contemporary Theories are presented. (offered fall)		
<b>COUN 504</b>	<b>Theories of Counseling</b>	<b>3 Credits</b>
Examines major theories of counseling with respect to the major assumptions and the therapeutic relationship. Emphasis on points of convergence and divergence, strength and weakness, as well as the applicability of theories to all populations.		
<b>COUN 505</b>	<b>Group Counseling</b>	<b>3 Credits</b>
Examines the meaning, function, types, and principles of the group approach to counseling, including the dynamics of group interaction, leadership, role-playing, personal development in groups, and the influences of the group processes on individual development. This is an experiential course.		
<b>COUN 506</b>	<b>Career Counseling</b>	<b>3 Credits</b>
Provides an overview of the field of career development theory. There are focuses on the life-long process of career development, the sources and systems of occupational and educational information, and career and leisure counseling processes. Also, emphasis is placed on empirically based theories of career development and the interventions.		
<b>COUN 507</b>	<b>Research and Measurement</b>	<b>3 Credits</b>
Covers the fundamentals of the research tools employed by scholars when they conduct education research. Subject matter includes library resources, types of research, review of research methodologies, measurement instruments, data collection and analysis procedures, proposal preparation and report writing.		
<b>COUN 508</b>	<b>Individual and Group Appraisal</b>	<b>3 Credits</b>
Provides a broad understanding of group and individual educational and psychometric theories and approaches to appraisal, data and information gathering methods, validity and reliability, psychometric statistics, factors influencing appraisals, and the use of appraisal results in counseling and consulting.		
<b>COUN 509</b>	<b>Counseling Diverse Populations</b>	<b>3 Credits</b>
Examines the psychological, sociological, and anthropological principles and research in the understanding of cultural diversity within our society, including equity and inclusion. Emphasis is on knowledge, skills, and self-awareness of the counselor in providing mental health services to diverse populations.		
<b>COUN 510</b>	<b>Professional, Ethical and Legal Applications</b>	<b>3 Credits</b>
Emphasis on professional, ethical and legal issues associated with human services. Analyzes the function of ethics in the profession and the study of legal rights, duties, and liabilities of human services practitioners.		
<b>COUN 518</b>	<b>School Consultation</b>	<b>3 Credits</b>
This course analyzes and evaluates the differences between direct and indirect service delivery models of consultation, reflects on the practice of consultation and develops the knowledge and skills of a problem-solving consultation process. There is an emphasis on working with school personnel, families, and diverse populations.		
<b>COUN 520</b>	<b>Organization and Administration of Counseling Services</b>	<b>3 Credits</b>
Focuses on the role of the school counselor in the development, implementation, and evaluation of a comprehensive developmental guidance program, as well as the counselor's involvement in leadership within the school setting with respect to the school's curriculum, system goals, and equity issues.		
<b>COUN 524</b>	<b>School Counseling Practicum</b>	<b>3 Credits</b>

An initial supervised experience in school counseling in which counseling theory and organization of school counseling programs are applied to practice. Students are placed in at the elementary school-level; observe the site supervisor and then co-lead group and classroom counseling sessions. Individual supervision is provided by the faculty member and site supervisor, and group supervision is held weekly by the faculty member. (Offered in spring)		
<b>COUN 530</b>	<b>Clinical Mental Health Counseling Practicum</b>	<b>3 Credits</b>
An initial supervised experience in Clinical Mental Health Counseling in which counseling theory and organization of community counseling programs are applied to practice. Students are placed in agency setting. In addition, students receive in individual supervision from the faculty member and site supervisor, and group supervision is held weekly by the faculty member. (Offered in spring)		
<b>COUN 531</b>	<b>Addictions Counseling</b>	<b>3 Credits</b>
The course will provide a basic understanding of addiction and behavioral health, screening and assessment tools, and evidence-based treatment for addiction. The course will provide counselors-in-training with an introduction and overview of addictive disorders, stages of change, harm reduction, screening and brief intervention, motivational interviewing, assessment strategies, and intervention strategies including evidence-based practices.		
<b>COUN 532</b>	<b>Counseling Couples and Families</b>	<b>3 Credits</b>
An advanced counseling course designed to increase comprehension of family systems, theory, and structure in order to effectively assess, conceptualize and treat family issues.		
<b>COUN 533</b>	<b>Counseling Children and Adolescents</b>	<b>3 Credits</b>
Provides an overview of childhood and adolescent development from various theoretical perspectives, as well as the assessment and treatment of emotional disorders prominent in childhood and adolescence.		
<b>COUN 534</b>	<b>Clinical Mental Health Counseling</b>	<b>3 Credits</b>
Provides a theoretical framework that focuses on meeting the counseling needs of identified target populations in a programmatic fashion. Prevention, crisis intervention, consultation and community-based interventions are presented as well as experiences with needs assessments, goals formulation, intervention designs and program evaluation.		
<b>COUN 535</b>	<b>Abnormal Psychology and Diagnostic Systems</b>	<b>3 Credits</b>
Provides an overview of abnormal psychology and trains students to assess psychological conditions according to the Diagnostic and Statistical Manual of Mental Disorders.		
<b>COUN 536</b>	<b>Trauma and Grief Counseling</b>	<b>3 Credits</b>
Addresses the impact of crises, disasters, and other trauma-causing events on people. In addition, students will explore the principles of crisis intervention, appropriate use of diagnosis during a related event, theories and models of individual and group and community resilience, operation of an emergency management system within schools and clinical mental health agencies, and self-care.		
<b>COUN 539</b>	<b>Theories of Personality I</b>	<b>3 Credits</b>
This graduate-level course surveys predominant psychotherapy theories and merge that with theoretically-based development of basic skills and conceptualization techniques. Students focus on developing their personal theoretical orientation and the use of 45 counseling techniques every counselor should know.		
<b>COUN 540</b>	<b>School Counseling Internship I</b>	<b>3 Credits</b>
Supervised field placement where students' experiences include individual and group counseling, program development, responsive services and consultation and collaboration. The counseling lab is used for observations, demonstrations and practice. Peer and instructor feedback are provided. (Offered in fall)		
<b>COUN 541</b>	<b>School Counseling Internship II</b>	<b>3 Credits</b>
Supervised field placement. Student experiences include a strong focus on the American School Counselor Association Counseling Standards and counselor competencies, conducting group and classroom counseling with diverse populations; and leadership and advocacy. The counseling lab is used for observations, demonstrations and practice. Peer and instructor feedback are provided. (Offered in spring)		
<b>COUN 542</b>	<b>Clinical Mental Health Counseling Internship I</b>	<b>3 Credits</b>
Supervised clinical field placement. Student experiences are expected to include clinical diagnoses, developing treatment plans, extensive counselor-client sessions, and follow-up of the client's progress. The counseling lab is used for observations, demonstrations and practice. Peer and instructor feedback are provided. (Offered in fall)		
<b>COUN 543</b>	<b>Clinical Mental Health Counseling Internship II</b>	<b>3 Credits</b>
Supervised clinical field placement. Student experiences are expected to include clinical diagnoses, developing treatment plans, extensive counselor-client sessions, and follow-up of the client's progress. The counseling lab is used for observations, demonstrations and practice. Peer and instructor feedback are provided. (Offered in spring)		
<b>COUN 677</b>	<b>Independent Study</b>	<b>3 Credits</b>

Independent study of a specific topic of interest to the student in the area of counseling under the guidance of a faculty member. This course must be requested by the student's advisor.		
<b>CEDS 580</b>	<b>Psychology of Exceptional Children</b>	
This is the graduate level introductory course for Special Education. Focuses upon the child with a disability as an individual in relation to how the environment, family, school, peers, culture and society adapt to meet that child's needs. Special emphasis will be given to educational needs and modifications as they relate to characteristics, development, and education of individuals with disabilities.		
<b>CSED 500</b>	<b>Communication Skills</b>	<b>0 Credits</b>
This is a first semester course that is a university requirement for all master-level students to demonstrate proficiency in master-level work, including writing, presentation and research skills.		
<b>CECO 500</b>	<b>Advanced Macroeconomic Theory</b>	<b>3 Credits</b>
An advanced treatment of theories of aggregate economic analysis; addresses critical questions such as determination of national income, employment, distribution of income, inflation, and cyclical behavior.		
<b>CECO 501</b>	<b>Advanced Microeconomic Theory</b>	<b>3 Credits</b>
Analyzes the theory of consumer behavior and production and the pricing mechanism in competitive and noncompetitive markets.		
<b>CECO 510</b>	<b>Urban Economics</b>	<b>3 Credits</b>
Explores in detail the structure and growth of urban economy and examines the city as part of the national economy; analyzes theories of decision-making which explain the location of businesses and households within and between urban areas.		
<b>CECO 512</b>	<b>Economic Development</b>	<b>3 Credits</b>
Studies theories of economic development and investigates relevant economic models and analytical tools for analyzing and gaining understanding of development issues; also discusses policies and contemporary problems of developing countries.		
<b>CECO 513</b>	<b>International Economics</b>	<b>3 Credits</b>
An analysis of theories of international trade, balance of payment problems and current issues in commercial policy.		
<b>CECO 550</b>	<b>Mathematical Analysis for Economists I</b>	<b>3 Credits</b>
Develops skills that translate economic and business problems and relationships into mathematical terms.		
<b>CECO 570</b>	<b>Research Methodology</b>	<b>3 Credits</b>
Explores theories and methods of scientific research in economics and related social sciences. Steps for problem identification, formulation of testable and meaningful hypotheses and empirical techniques of analysis are studied. <b>Prerequisite:</b> Approval of the faculty.		
<b>CECO 600</b>	<b>Statistical Analysis for Business and Economics</b>	<b>3 Credits</b>
(Same as CSB 6510). Studies the use and application of descriptive statistics and statistical inference, including probability, sample survey, and simple linear regression models and violations of the basic assumptions. <b>Prerequisite:</b> undergraduate statistics.		
<b>CECO 601</b>	<b>Econometrics I</b>	<b>3 Credits</b>
Develops concepts and applications of statistical methods to economic and managerial problems, including multiple regression and forecasting, and simultaneous equations. <b>Prerequisite:</b> CECO 600, or approval of the faculty.		
<b>CECO 602</b>	<b>Econometrics II</b>	<b>3 Credits</b>
Studies the construction, estimation and testing of economic models. <b>Prerequisite:</b> CECO 601.		
<b>CECO 801</b>	<b>Thesis Research</b>	<b>3 Credits</b>
Designed to assist students in the development and writing of the thesis.		
<b>CECO 805</b>	<b>Thesis Consultation</b>	<b>1 Credit</b>
For students who are in the final stage of their thesis writing which requires minimal supervision and assistance.		
<b>CEDA 500</b>	<b>Introduction to Educational Leadership</b>	<b>3 Credits</b>
Surveys the field(s) of educational administration and supervision, introduces basic theories and principles of administration and supervision. (Offered in fall)		
<b>CEDA 510</b>	<b>Curriculum Planning for Educational Leaders</b>	<b>3 Credits</b>



Focuses on the comprehensive curriculum development process and emphasizes leadership skills required for implementation and evaluation of the curriculum. Field-based activities are integral parts of the course. (Offered in spring and summer)		
<b>CEDA 520</b>	<b>Educational Resource Management</b>	<b>3 Credits</b>
This course provides an overview of the school system business administration. The course helps the student of educational leadership in urban schools to explore and understand the issues of efficiency and equity in educational resources management. (Offered in spring and summer)		
<b>CEDA 530</b>	<b>School/Community Relations</b>	<b>3 Credits</b>
Examines principles and practices for improving diverse school and community relationships with emphasis on the local school site. (Offered in the fall)		
<b>CEDA 535</b>	<b>Educational Policy and the Law</b>	<b>3 Credits</b>
Provides a comprehensive review of legal structures and foundations of the American public school system. Students will understand the policy context governing the administration of public schools. (Offered in the spring)		
<b>CEDA 553</b>	<b>Schooling in the Urban Community</b>	<b>3 Credits</b>
Provides opportunities to explore effective school leadership, forming partnerships with various stakeholders, school culture, afterschool programs, and instruction programs aimed at student engagement and students social behaviors.		
<b>CEDA 560</b>	<b>Practicum for the Master's Degree I</b>	<b>3 Credits</b>
Provides opportunities at local school sites to synthesize and apply knowledge over two semesters in diverse educational settings. The field experience requires 300 contact hours including scheduled reflective seminars. (Offered in fall, spring, and summer)		
<b>CEDA 561</b>	<b>Practicum for the Master's Degree II</b>	<b>3 Credits</b>
Provides opportunities at local school sites to synthesize and apply knowledge over two semesters in diverse educational settings. The field experience requires 300 contact hours including scheduled reflective seminars. (Offered in fall, spring, and summer)		
<b>CEDA 590</b>	<b>Educational Tests and Measurements</b>	<b>3 Credits</b>
This course examines methods used to measure and evaluate student progress and how the information gathered through these processes can be used to inform decisions about students, programs and activities. (Offered in fall and alternate summers)		
<b>CEDA 599</b>	<b>Research for School Improvement</b>	<b>3 Credits</b>
This course will guide students through basic research skills needed to locate and evaluate educational research and the utilization of their skills to solve problems that arise in the school setting through the application of action research. (Offered in spring and alternate summers)		
<b>CSED 500</b>	Communication Skills Examination	0 Credits
This course is required for all Master's Degree Student to demonstrate proficiency written and oral communication skills. There is a grade P for successfully completing this requirement.		
<b>CEDA 600</b>	<b>Administration of the Urban School System</b>	<b>3 Credits</b>
Reviews contemporary administrative and organizational models at the system level in American public schools and considers their impact on urban school policies and practices. (Offered in fall and alternate summers)		
<b>CEDA 601</b>	<b>Strategic Planning for Systemic Reforms</b>	<b>3 Credits</b>
Introduces students to the concept of systemic school reform and the challenges facing educational change initiatives. Considers methods and issues of planning large school interventions. (Offered in spring and alternate summers)		
<b>CEDA 610</b>	<b>Administration &amp; Supervision of the Instructional Program</b>	<b>3 Credits</b>
Focuses on teaching/learning process and provides the administrator knowledge, skills and attitudes in supervising the curriculum and instructional program. A primary emphasis is on improvement of instruction in urban schools. Direct support of teacher, group development, professional development, curriculum development, and action research will be emphasized. (Offered in fall and alternate summers)		
<b>CEDA 612</b>	<b>Student Personnel Administration</b>	<b>3 Credits</b>
Studies student personnel problems in public schools. (Offered in fall and alternate summers)		
<b>CEDA 614</b>	<b>Staff Personnel Administration</b>	<b>3 Credits</b>
Studies principles and practices needed in recruitment of personnel and maintenance of school personnel programs. (Offered in spring and alternate summers)		
<b>CEDA 620</b>	<b>Economics of Educational Equity</b>	<b>3 Credits</b>



Provides analysis of pervasive equity issues facing diverse schools. In-depth consideration of economic and financial challenges of ensuring equity for all students. (Offered in fall and alternate summers)		
<b>CEDA 630</b>	<b>Community Educational Leadership</b>	<b>3 Credits</b>
Introduces students to the theory and practice of community education and the role of education in urban community development. (Offered in spring and alternate summers)		
<b>CEDA 660</b>	<b>Advanced Practicum I</b>	<b>3 Credits</b>
Provides a variety of field-based experiences for education specialist and doctoral candidates over two semesters in diverse settings at school districts, state education departments or higher education. The field experience requires 750 contact hours including scheduled reflective seminars. (Offered in fall, spring and summer)		
<b>CEDA 661</b>	<b>Advanced Practicum II</b>	<b>3 Credits</b>
Provides a variety of field-based experiences for education specialist and doctoral candidates over two semesters in diverse settings at school districts, state education departments or higher education. The field experience requires completing 750 contact hours combined from Practicum I, including scheduled reflective seminars. (Offered in fall, spring and summer)		
<b>CEDA 690</b>	<b>Systematic Educational Evaluation</b>	<b>3 Credits</b>
Evaluates school level organizational units and instructional programs through application of social system model of organization and planning instruments. (Offered in fall and alternate summers)		
<b>CEDA 699</b>	<b>Research Methods in Organization</b>	<b>3 Credits</b>
Examines methods of researching problems in organizations and develops instruments for measurement of variables in school organizations. (Offered in fall and alternate summers)		
<b>CEDA 709</b>	<b>Seminar in Strategic Leadership</b>	<b>3 Credits</b>
Utilizing social systems theories, students will examine the issues of systemic change in educational organizations. They will review relevant literature, formulate research questions and design frameworks for interpretation and analysis. (Offered in spring)		
<b>CEDA 719</b>	<b>Seminar in Instructional Leadership</b>	<b>3 Credits</b>
Students will examine school reform issues from the perspective of curriculum and instructional leadership. They will review relevant literature, formulate research questions and design frameworks for interpretation and analysis. (Offered in fall)		
<b>CEDA 729</b>	<b>Seminar in Organizational Leadership</b>	<b>3 Credits</b>
Utilizing the perspective of transformational leadership, students will examine organizational decision making and the problems of organizational change. They will review relevant literature, formulate research questions and design frameworks for interpretation and analysis. (Offered in fall)		
<b>CEDA 730</b>	<b>Politics of Urban Education</b>	<b>3 Credits</b>
Examines effects on educational policies of political behavior at national, state, local and institutional levels with particular focus on implications for diverse schools. (Offered in fall and alternate summers)		
<b>CEDA 735</b>	<b>Educational Policy Analysis</b>	<b>3 Credits</b>
Develops a framework for analysis and decision making in education policy, analyzes selected issues of current significance and introduces students to educational policy research methodology. (Offered in spring and alternate summers)		
<b>CEDA 739</b>	<b>Seminar in Political/Community Leadership</b>	<b>3 Credits</b>
Analyzes issues of leadership and governance as they relate to the larger political, social and cultural context of urban schools. Students will review relevant literature, formulate research questions, and design frameworks for interpretation and analysis. (Offered in spring)		
<b>CEDA 790</b>	<b>Quantitative Research Methodology in Education</b>	<b>3 Credits</b>
Students will learn how to construct a variety of quantitative research designs, identify and use appropriate statistical tools and techniques, analyze, interpret and report research results using narrative, tabular and graphic forms. <b>Prerequisite:</b> Computer Literacy. (Offered in fall)		
<b>CEDA 795</b>	<b>Qualitative Research Methodology in Education</b>	<b>3 Credits</b>
Assists doctoral students in developing theoretical framework from which qualitative inquiry emerges. Aims, assumptions, methods and strategies of qualitative research are addressed. (Offered in spring)		
<b>CEDA 791</b>	<b>Directed Research (Elective)</b>	<b>3 Credits</b>
Develops competencies in designing and developing research proposals. (Offered in fall, spring, summer)		
<b>CEDA 990</b>	<b>Doctoral Advisement</b>	<b>1 Credit</b>

Maintains status of students for preparation and writing comprehensive examination and/or prospectus or for making corrections of dissertation after final defense. <b>Prerequisite:</b> Approval of the Department Chair. (Offered in fall, spring, and summer)		
<b>CEDA 995</b>	<b>Dissertation Research</b>	<b>3 Credits</b>
Provides guidance on research for and writing of the dissertation. <b>Prerequisites:</b> Satisfactory completion of all required courses and the comprehensive examination. Minimum six (6) hours required. (Offered in fall, spring, and summer)		
<b>CEDC 501</b>	<b>Psychology of Early Childhood</b>	<b>3 Credits</b>
Examines theories of behavior and development in young children.		
<b>CEDC 510</b>	<b>Earth Systems Science</b>	<b>3 Credits</b>
The study of earth systems and changes in relation to astronomy, physical geology, meteorology and oceanography. Laboratory and technology experiences are included.		
<b>CEDC 526</b>	<b>Curricular Integration of Creative Experiences for Young Children</b>	<b>3 Credits</b>
Emphasizes integrating music, movement, creative writing, dramatics, and art into the curriculum.		
<b>CEDC 530</b>	<b>Foundations of Culturally Responsive and Relevant Pedagogical Practices</b>	<b>3 Credits</b>
Explores concepts of culturally responsive and culturally relevant pedagogy and analyzes research and theoretical frameworks upon which the concepts are based. Practices which support these concepts are observed and examined, and activities engaging students in the application of these practices are undertaken in the field.		
<b>CEDC 538</b>	<b>Trends and Issues in Middle and Secondary School Curriculum</b>	<b>3 Credits</b>
This course is designed to explore the past decade of reform and major curricular dilemmas in middle and secondary education; the effects of ethnic and culturally diverse curriculum content on student achievement; and creating new curricular paradigms for high achievement for all developmental levels. Technology resources are used for research and documenting results.		
<b>CEDC 551</b>	<b>Research, Design and Evaluation in Education</b>	<b>3 Credits</b>
The introduction of concepts, ideas, methodology, and issues related to the research process. It will include both qualitative and quantitative research design and the evaluation processes in education.		
<b>CEDC 553</b>	<b>Educational Research Practitioner's Paper</b>	<b>3 Credits</b>
This course is the continuation of CEDC 552 Action Research Seminar. The Action Research Plan developed in CEDC 552 is implemented at the field-school site, analyzed, and a publishable manuscript written. Analysis of the data collected through qualitative/quantitative measures is performed. An Action Research thesis is a requirement for fulfillment of this course. Focus will include EdTPA.		
<b>CEDC 567</b>	<b>Calculus for Grades 6-12</b>	<b>3 Credits</b>
A comprehensive study of instructional strategies, materials, and modes for teaching/learning limits, differentiation, and integration. The focus is on instructional media and technologies for teaching concepts through real-world applications based on computer and calculator problem-solving platforms.		
<b>CEDC 568</b>	<b>Geometry for Grades 6-12</b>	<b>3 Credits</b>
Involves methods, materials, and technology for teaching Euclidean and Non-Euclidean geometry. <b>Prerequisite:</b> College algebra content knowledge or approval of the Department Chair.		
<b>CEDC 569</b>	<b>Mathematics for Grades 6-12</b>	<b>3 Credits</b>
Involves overall curriculum objectives, structure, and materials for mathematics in secondary schools and colleges; examines standards-based techniques for instruction, assessment and technology for teaching algebra, geometry, calculus, statistics and probability in diverse student environments (100 field hours). <b>Prerequisite:</b> Completion of all mathematics courses in the program or approval of the Department Chair.		
<b>CEDC 570</b>	<b>Science for Grades 6-12</b>	<b>3 Credits</b>
Examines standards-based science secondary- and college-level curriculum. Investigates philosophy, issues and trends in science education. Learning theories and methods are explored, as they relate to science teaching in biology, physics, chemistry and earth systems science. Technology activities and 100 field hours are included.		
<b>CEDC 571</b>	<b>Physics for Grades 6-12</b>	<b>3 Credits</b>
Focuses on the physics of real solids, liquids, surfaces, and classical mechanics. Laboratory experiences are included.		
<b>CEDC 572</b>	<b>Chemistry for Grades 6-12</b>	<b>3 Credits</b>
Study of chemistry concepts, theories and principles at an advanced level. Laboratory and technology activities are included.		
<b>CEDC 573</b>	<b>Biology for Grades 6-12</b>	<b>3 Credits</b>

Study of biological theories, principles and concepts at the advanced level; molecules and cells, heredity and evolution, organisms and populations. Laboratory, multimedia and other technology activities are included.		
<b>CEDC 595</b>	<b>Internship: Early Childhood Education</b>	<b>9 Credits</b>
Provides cooperative guidance and supervision by University and local educational agency personnel for students as they assume the responsibilities of instructor in an educational setting (16-week field experience: 8-weeks each in two of the following grades levels: P-K, 1-3, or 4-5). <b>Prerequisites:</b> All coursework and the GACE content examinations #001 and #002.		
<b>CEDC 597</b>	<b>Internship - Grades 6-12</b>	<b>6-9 Credits</b>
Provides cooperative guidance and supervision by University and local educational agency personnel for students as they assume the responsibilities of instructor in an educational setting (16-week field experience: 8-weeks each in the following two grades levels: 6-8 and 9-12).		
<b>CEDC 598</b>	<b>Independent Study</b>	<b>1- 3 Credits</b>
Directs student inquiry into theoretical and practical interests of students; contractual arrangement with the instructor. <b>Prerequisite:</b> Permission of the instructor.		
<b>CEDF 550</b>	<b>History of Urban Education</b>	<b>3 Credits</b>
Through the disciplinary lens of history, the course reviews the major forces that have shaped, and continue to shape, the modern school system in the United States. Particular focus will be directed at the urban setting. (Offered in fall and summer)		
<b>CEDF 553</b>	<b>Schooling and the Urban Community</b>	<b>3 Credits</b>
This course seeks to cultivate and then encourage the utilization of a sociological lens to examine our urban societies, our communities and our schools. (Offered in spring and summer)		
<b>CEDF 654</b>	<b>Education and Urban Development</b>	<b>3 Credits</b>
Explores the social context of urban education, the development and expansion of concentrated poverty in central city schools, and the research on the relationship between poverty and educational performance. Students study coordinated services for children and families and models for institutional collaboration.		
<b>CEDS 425</b>	<b>Introduction to Exceptional Education</b>	<b>3 Credits</b>
This course is designed to introduce students to the characteristics and education of individuals with disabilities.		
<b>CEDS 576</b>	<b>Cultural Diversity</b>	<b>3 Credits</b>
Focuses on issues pertinent to cultural diversity such as race, ethnicity, gender, and religion and the ramifications of diversity for education.		
<b>CEDS 578</b>	<b>Behavior Management</b>	<b>3 Credits</b>
Studies treatment of behavior problems related to adjustment and instructional management of children and youth in home, school, and community settings.		
<b>CEDS 579</b>	<b>Psycho-Educational Evaluation</b>	<b>3 Credits</b>
Examines issues (non-biased assessment, reliability, validity, etc.) related to the assessment of individuals with disabilities. Students will also conduct assessments of students with learning difficulties.		
<b>CEDS 580</b>	<b>Psychology of Exceptional Children</b>	<b>3 Credits</b>
This is the graduate level introductory course for Special Education. Focuses upon the child with a disability as an individual in relation to how the environment, family, school, peers, culture and society adapt to meet that child's needs. Special emphasis will be given to educational needs and modifications as they relate to characteristics, development, and education of individuals with disabilities.		
<b>CEDS 585</b>	<b>Developmental Problems in Speech and Language</b>	<b>3 Credits</b>
Studies the nature and causes of deviations from normal speech and language development. Provides instruction and demonstration in area of speech and language instruction for children and youth with disabilities.		
<b>CEDS 591</b>	<b>Nature, and Needs of Students with Mild Disabilities</b>	<b>3 Credits</b>
Provides an in-depth examination of characteristics, similarities, and differences among children with mild disabilities. <b>Prerequisites:</b> Approval of the Department Chair.		
<b>CEDS 592</b>	<b>Methods, Materials and Curriculum for Students with Mild Disabilities</b>	<b>3 Credits</b>
Helps educators develop skills in developing and implementing a variety of teaching strategies for individuals and groups exhibiting academic problems. <b>Prerequisites:</b> Approval of the Department Chair.		
<b>CEDS 593</b>	<b>Practicum for Special Education-General Curriculum (160 clock hours, 8-week field experience)</b>	<b>3 Credits</b>

Supervised practicum in P-K in school settings with children with mild disabilities. <b>Prerequisites:</b> Approval of the Department Chair. Students must register for their area of concentration plus weekly seminar CEDS 606; see Department Handbook.		
<b>CEDS 594</b>	<b>Internship for Special Education General Curriculum (400-clock hours, 10-week field experience)</b>	<b>3 Credits</b>
Supervised internship in a school setting with children with mild disabilities. <b>Prerequisites:</b> CEDS 579, CEDS 580, CEDS 592 and CEDS 593. Students must register for their area of concentration plus weekly seminar CEDS 606; See Department Handbook.		
<b>CEDS 600</b>	<b>Curriculum for Exceptional Children</b>	<b>3 Credits</b>
Experiences in evaluating curriculum for individuals with mild disabilities, with an emphasis on examining effective teaching strategies and materials for use in the inclusive classroom.		
<b>CEDS 605</b>	<b>Diagnostic Reading for Teaching Reading</b>	<b>3 Credits</b>
Principles, strategies, causes and methods of teaching and diagnosis of reading problems/difficulties for individuals with disabilities (P-12). Provides a balance between inclusive theories and practices in the school setting. This course satisfies the Georgia special requirements in reading. <b>Prerequisites:</b> Approval of the Department Chair.		
<b>CEDS 606</b>	<b>Seminar for All Students Enrolled in Practicum and Internship</b>	<b>0 Credits</b>
Students discuss issues, trends and challenges related to teaching individuals with disabilities. Emphasis is placed on the application and comparison of theory with actual field experiences at various levels. Course examines selected topics in exceptional education to compare theory with actual field experiences.		
<b>CEDS 642</b>	<b>Career Development for Exceptional Children and Youth</b>	<b>3 Credits</b>
Studies career programs and transitional issues for individuals with disabilities. Examines and utilizes specific career and vocational assessment techniques with individuals and groups. Examines tests for assessing job and career preferences of students with disabilities related to IDEA, ADA, transition to adulthood, and collaboration.		
<b>CEDS 643</b>	<b>Counseling Families of Exceptional Children and Youth</b>	<b>3 Credits</b>
Examine collaborative counseling role of special educators and the techniques for facilitating intellectual, emotional and social growth of individuals with disabilities.		
<b>CEDS 677</b>	<b>Independent Study</b>	<b>1 or 3 Credits</b>
Independent research under the direction of an advisor; advanced registration only with the approval of the Department Chair in an identified course of study. Course may be repeated only twice.		
<b>CEDS 698</b>	<b>Legislative and Legal Aspects in Exceptional Education</b>	<b>3 Credits</b>
Examines legislation, federal regulations, constitutional law, and litigation which impact the lives of individuals with disabilities.		
<b>CENG 502</b>	<b>Methods of Research</b>	<b>3 Credits</b>
Lectures and exercises in research in literature and language with an emphasis on the preliminary steps that lead to writing successful theses and dissertation: proposals, abstracts, outlines, bibliographic essays/reviews, and theses/dissertation problems. This course is required of all graduate students in English during first semester.		
<b>CENG 510</b>	<b>Early American Literature</b>	<b>3 Credits</b>
This course covers mainly English language texts of British North American from the mid-seventeenth, eighteenth, and nineteenth centuries. It includes literature of exploration and conquest, Puritan sermons, colonial historical narrative and literature of settlement, Puritan poetry, Native American voices, slave narrative, poetry of the early national period, and drama and fiction of the Early Republic.		
<b>CENG 511</b>	<b>American Poetry and Poetics</b>	<b>3 Credits</b>
This course will trace the history of American poetry through the twentieth century emphasizing three different ways of looking at the poetry of the period—through the poetics of the vernacular, the orchestral, and the experimental.		
<b>CENG 512</b>	<b>American Renaissance</b>	<b>3 Credits</b>
Studies in the rise of a distinctively American literature and aesthetic, with emphasis on the period between 1835 and 1865, studying authors such as Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, James Fennimore Cooper, Harriet Beecher Stowe, Nathaniel Hawthorne, Edgar Allan Poe. Theory of the period will be an important part of the course.		
<b>CENG 513</b>	<b>American Realism and Naturalism</b>	<b>3 Credits</b>
Studies late-nineteenth and early-twentieth century American literature categorized as realism and naturalism, works that reflect the “camera-eye” vision and the “under side” look at life. It includes authors such as Rebecca Harding Davis, Henry James, Chesnutt, Dreiser, Crane, Frank Norris, Mark Twain, and Pauline Hopkins. Historical context will be an important part of the course.		
<b>CENG 514</b>	<b>The American Novel</b>	<b>3 Credits</b>

This course explores the development of the novel in America from the late-eighteenth century to around 1965. It includes the study of different types of novels, with a special emphasis on the modernist works, and explores how they shaped, and were shaped by, the social, cultural, and historical forces characterizing the literary periods associated with them.		
<b>CENG 515</b>	<b>Contemporary American Literature</b>	<b>3 Credits</b>
This course examines a selection of contemporary American fiction from 1965 to the present in historic, aesthetic, social, and cultural contexts. Authors include Kurt Vonnegut, Don DeLillo, Ishmael Reed, Tom Wolf, Norman Mailer, Toni Morrison, Louise Erdrich, Maxine Hong Kingston, and others.		
<b>CENG 516</b>	<b>Modern American Drama</b>	<b>3 Credits</b>
This course studies 19th- and 20th-century (including contemporary) plays written by American playwrights. Representative dramatists from each literary-historical period and a range of dramatic styles will be covered—with an emphasis on modern drama.		
<b>CENG 520</b>	<b>Ideas and Forms in African American Literature</b>	<b>3 Credits</b>
This course surveys African American literature from both conceptual and historical perspectives in an effort to determine the extent to which the literature is uniquely African American. Studies in major poets and their poetry from the beginning through present—excluding the Harlem Renaissance—within their cultural, historical, and literary contexts.		
<b>CENG 521</b>	<b>African American Poetry</b>	<b>3 Credits</b>
Studies in major poets and their poetry from the beginning through present, excluding the Harlem Renaissance, within their cultural, historical, and literary contexts.		
<b>CENG 522</b>	<b>African American Novel</b>	<b>3 Credits</b>
This course explores the African American novel within each novel's social, cultural, and literary milieu, from the early <i>Clotel</i> , or the President's Daughter, to the contemporary, such as Morrison's <i>Paradise</i> .		
<b>CENG 523</b>	<b>Poetry of the Harlem Renaissance</b>	<b>3 Credits</b>
Includes studies in major--and some minor--black poets, poetry and poetics, and critics from the period 1919-1934; the course also considers relevant white poets and critics of the era. Poets under study will vary somewhat depending on the semester taught.		
<b>CENG 524</b>	<b>African American Folklore</b>	<b>3 Credits</b>
A study of the principal characteristics of African and African American folklore with specific emphasis on folk literature and the oral tradition.		
<b>CENG 530</b>	<b>The African Novel</b>	<b>3 Credits</b>
A study of modern African novels written in English with attention to their social contexts. Authors/novels will vary.		
<b>CENG 531</b>	<b>African Poetry in English</b>	<b>3 Credits</b>
Studies in major poets from West, East, and Southern Africa. Authors and works will vary.		
<b>CENG 532</b>	<b>African Cultural Traditions</b>	<b>3 Credits</b>
The course studies and analyzes the concepts of the black worldview and culture; it includes readings of African American, African, and other Eastern aesthetics.		
<b>CENG 533</b>	<b>Caribbean Short Fiction and Novel</b>	<b>3 Credits</b>
This course explores both commonalities and differences identified in short and long fiction by anglophone, francophone, and Spanish-speaking Caribbean writers, features that underscore the Pan-Caribbean scope of the writers' defining		
<b>CENG 534</b>	<b>Caribbean Poetry</b>	<b>3 Credits</b>
Using a group of select Caribbean poets, this course explores literature and history through the examination of recurrent themes of resistance and oppression in Caribbean poetry.		
<b>CENG 535</b>	<b>Commonwealth Literature</b>	<b>3 Credits</b>
The study of selected literatures written in English by writers from British Commonwealth countries, such as South Africa, Nigeria, Australia, Canada, India, Malaysia, New Zealand, Pakistan, Singapore, and the West Indies.		
<b>CENG 540</b>	<b>Early English Novel</b>	<b>3 Credits</b>
This course studies in the development of the novel from the beginning to Jane Austen. Critical reading of selected works of the following authors will be a part of the study: Aphra Behn, Daniel Defoe, Samuel Richardson, Henry Fielding, Laurence Sterne, and Frances Burney, among others.		
<b>CENG 541</b>	<b>Later English Novel</b>	<b>3 Credits</b>
This course is a study of the development of the novel from 1820 through World War I. It includes critical readings of selected works.		

<b>CENG 542</b>	<b>Contemporary English Literature</b>	<b>3 Credits</b>
Studies in the British novel and short fiction from World War I through post-modernism. The study includes critical reading of selected works.		
<b>CENG 543</b>	<b>Victorian Poetry</b>	<b>3 Credits</b>
This course focuses on the major Victorian poets and their works; among the authors are Arnold, Tennyson, Barrett-Browning, Browning, Gabriel Dante Rossetti, Christina Rossetti, Swinburne, and Hopkins and some minor poets. Historical context and recent criticism will be a part of the study. Some attention will be paid to the great thinkers of the day including Carlyle, Mill, and Ruskin.		
<b>CENG 544</b>	<b>Shakespeare I: The Early Plays</b>	<b>3 Credits</b>
This course covers critical reading of the dramatic works of Shakespeare to about 1600. This course locates the dramatic achievement of the first half of Shakespeare's works in the context of the theatrical, literary, social, and political world in which he lived.		
<b>CENG 545</b>	<b>Shakespeare II: The Later Plays</b>	<b>3 Credits</b>
This course examines plays from the second half of Shakespeare's dramatic career, primarily a selection of his major tragedies and his later comedies.		
<b>CENG 546</b>	<b>Modern British Drama</b>	<b>3 Credits</b>
This course focuses on post-World War II major British and Irish playwrights and their works, including such authors as Samuel Beckett, Simon Bent, David Kane, and Tom Stoppard.		
<b>CENG 547</b>	<b>Renaissance Literature</b>	<b>3 Credits</b>
The course focuses on major writers and their works, including poetry, essays, and drama. Among the authors included in the course are Wyatt, Howard, Sidney, Spenser, Marlow, Shakespeare, Campion, Donne, Jonson, Bacon, Herrick, Marvell, and Milton along with lesser known authors, especially females.		
<b>CENG 548</b>	<b>The Enlightenment</b>	<b>3 Credits</b>
A study of the literary trends of the seventeenth and eighteenth centuries. The study includes British authors such as Hobbes, Locke, Dryden, Swift, Pope, Johnson, and others. The French influence, by way of Descartes, Voltaire, and others, is also a part of the study.		
<b>CENG 549</b>	<b>Literature of the Romantics</b>	<b>3 Credits</b>
Study of the literature of the English Romantic period and its Continental underpinnings. The course also compares English Romantic writing to American Romantic literature.		
<b>CENG 560</b>	<b>Special Topics in Writing</b>	<b>3 Credits</b>
This course emphasizes audience awareness, effective design and organization, clarity and correctness, and mastery of writing forms frequently encountered in the workplace. <ul style="list-style-type: none"> <li>• Creative Writing: This course will vary, focusing on fiction, poetry, drama, and creative non-fiction alternately.</li> <li>• Technical Writing: This is a course in analysis and writing of business and technical documents.</li> </ul> Course content varies and may be repeated for credit.		
<b>CENG 570</b>	<b>Special Topics in Literature</b>	<b>3 Credits</b>
Study in special topics in literature, including multiethnic/cultural, film, technology and literature, or more particularized studies of authors/literature in the four areas of doctoral studies: African American, American, British, African/Caribbean. Content Varies. Course may be repeated for credit.		
<b>CENG 580</b>	<b>Directed Research</b>	<b>3 Credits</b>
This course is focused on methods of writing and research that will lead to producing publishable works.		
<b>CENG 581</b>	<b>History of the English Language</b>	<b>3 Credits</b>
This course covers the study of the nature and function of language; the development of English sounds, forms and syntax; modern English grammar, vocabulary, and American speech.		
<b>CENG 590</b>	<b>Contemporary Africana Women's Fiction</b>	<b>3 Credits</b>
Examines the fiction by women throughout the African Diaspora with a focus on the roles and status of the women in the societies represented in the novels.		
<b>CENG 591</b>	<b>Caribbean Women Writers: Genre</b>	<b>3 Credits</b>
Examines the writing of women of the English, French, and Spanish speaking Caribbean. Some knowledge of French and/or Spanish could be useful. Genres (fiction, poetry, and drama) may vary each term the course is taught.		
<b>CENG 592</b>	<b>Ethnic American Women Writers</b>	<b>3 Credits</b>
Studies the writing of women of various American ethnic groups—Latina, Native American, Asian, etc. Some attention will be given to white female authors who focus on writing ethnic American literature.		



<b>CENG 593</b>	<b>Southern Women Writers</b>	<b>3 Credits</b>
Studies the works of women writers of the United States South with a focus on themes of culture, race, gender, class, and heritage.		
<b>CENG 601</b>	<b>Thesis Consultation</b>	<b>1 Credit</b>
<b>CENG 602</b>	<b>Methods of Research</b>	<b>3 Credits</b>
Advance level lectures and exercises in research in literature and language with an emphasis on the preliminary steps that lead to writing successful theses and dissertation: proposals, abstracts, outlines, bibliographic essays/reviews, and theses/dissertation problems. This course is required of all graduate students in English (first semester).		
<b>CENG 605</b>	<b>Thesis Research</b>	<b>3 Credits</b>
<b>CENG 610</b>	<b>Early American Literature</b>	<b>3 Credits</b>
Advance level course covers mainly English language texts of British North American from the mid-seventeenth, eighteenth, and nineteenth centuries. It includes literature of exploration and conquest, Puritan sermons, colonial historical narrative and literature of settlement, Puritan poetry, Native American voices, slave narrative, poetry of the early national period, and drama and fiction of the Early Republic.		
<b>CENG 611</b>	<b>American Poetry and Poetics</b>	<b>3 Credits</b>
Advance level course will trace the history of American poetry through the twentieth century emphasizing three different ways of looking at the poetry of the period—through the poetics of the vernacular, the orchestral, and the experimental.		
<b>CENG 612</b>	<b>American Renaissance</b>	<b>3 Credits</b>
Advance level course studies in the rise of a distinctively American literature and aesthetic, with emphasis on the period between 1835 and 1865, studying authors such as Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, James Fennimore Cooper, Harriet Beecher Stowe, Nathaniel Hawthorne, Edgar Allan Poe. Theory of the period will be an important part of the course.		
<b>CENG 613</b>	<b>American Realism &amp; Naturalism</b>	<b>3 Credits</b>
Advance level course studies late-nineteenth and early-twentieth century American literature categorized as realism and naturalism, works that reflect the “camera-eye” vision and the “under side” look at life. It includes authors such as Rebecca Harding Davis, Henry James, Chesnutt, Dreiser, Crane, Frank Norris, Mark Twain, and Pauline Hopkins. Historical context will be important in the course.		
<b>CENG 614</b>	<b>The American Novel</b>	<b>3 Credits</b>
Advance level explores the development of the novel in America from the late-eighteenth century to 1965. It includes the study of different types of novels, with a special emphasis on the modernist works, and explores how they shaped, and were shaped by, the social, cultural, and historical forces characterizing the literary periods associated with them.		
<b>CENG 615</b>	<b>Contemporary American Literature</b>	<b>3 Credits</b>
Advance level course examines a selection of contemporary American fiction from 1965 to the present in historic, aesthetic, social, and cultural contexts. Authors include Kurt Vonnegut, Don DeLillo, Ishmael Reed, Tom Wolf, Norman Mailer, Toni Morrison, Louise Erdrich, Maxine Hong Kingston, and others.		
<b>CENG 616</b>	<b>Modern American Drama</b>	<b>3 Credits</b>
Advance level course studies 19th- and 20th-century (including contemporary) plays written by American playwrights. Representative dramatists from each literary-historical period and a range of dramatic styles will be covered—with an emphasis on modern drama.		
<b>CENG 620</b>	<b>Ideas and Forms in African American Literature</b>	<b>3 Credits</b>
This advance level course surveys African American literature from both conceptual and historical perspectives in an effort to determine the extent to which the literature is uniquely African American.		
<b>CENG 621</b>	<b>African American Poetry</b>	<b>3 Credits</b>
Advance level course studies in major poets and their poetry from the beginning through present, excluding the Harlem Renaissance, within their cultural, historical, and literary contexts.		
<b>CENG 622</b>	<b>African American Novel</b>	<b>3 Credits</b>
This advance level course explores the African American novel within each novel’s social, cultural, and literary milieu, from the early Clotel, or the President’s Daughter, to the contemporary, such as Morrison’s Paradise.		
<b>CENG 623</b>	<b>Poetry of the Harlem Renaissance</b>	<b>3 Credits</b>
Advance level course includes studies in major--and some minor--black poets, poetry and poetics, and critics from the period 1919-1934; the course also considers relevant white poets and critics of the era. Poets under study will vary somewhat depending on the semester taught.		
<b>CENG 624</b>	<b>African American Folklore</b>	<b>3 Credits</b>



Advance level study of the principal characteristics of African and African American folklore with specific emphasis on folk literature and the oral tradition.		
<b>CENG 630</b>	<b>The African Novel</b>	<b>3 Credits</b>
Advance level study of modern African novels written in English with attention to their social contexts. Authors/novels will vary.		
<b>CENG 631</b>	<b>African Poetry in English</b>	<b>3 Credits</b>
Advance level studies in major poets from West, East, and Southern Africa. Authors and works will vary.		
<b>CENG 632</b>	<b>African Cultural Traditions</b>	<b>3 Credits</b>
Advance level course studies and analyzes the concepts of the black worldview and culture; it includes readings of African American, African, and other Eastern aesthetics.		
<b>CENG 633</b>	<b>Caribbean Short Fiction and Novel</b>	<b>3 Credits</b>
Advance level course explores both commonalities and differences identified in short and long fiction by Anglophone, francophone, and Spanish-speaking Caribbean writers, features that underscore the Pan-Caribbean scope of the writers' defining experiences.		
<b>CENG 634</b>	<b>Caribbean Poetry</b>	<b>3 Credits</b>
Using a group of select Caribbean poets, this advance level course explores literature and history through the examination of recurrent themes of resistance and oppression in Caribbean poetry.		
<b>CENG 635</b>	<b>Commonwealth Literature</b>	<b>3 Credits</b>
Advance level study of selected literatures written in English by writers from British Commonwealth countries, such as South Africa, Nigeria, Australia, Canada, India, Malaysia, New Zealand, Pakistan, Singapore, and the West Indies.		
<b>CENG 640</b>	<b>Early English Novel</b>	<b>3 Credits</b>
Advance level course studies in the development of the novel from the beginning to Jane Austen. Critical reading of selected works of the following authors will be a part of the study: Aphra Behn, Daniel Defoe, Samuel Richardson, Henry Fielding, Laurence Sterne, and Frances Burney, among others.		
<b>CENG 641</b>	<b>Later English Novel</b>	<b>3 Credits</b>
This advance level course is a study of the development of the novel from 1820 through World War I. It includes critical readings of selected works.		
<b>CENG 642</b>	<b>Contemporary English Literature</b>	<b>3 Credits</b>
Advance level course studies in the British novel and short fiction from World War I through post-modernism. The study includes critical reading of selected works.		
<b>CENG 643</b>	<b>Victorian Poetry</b>	<b>3 Credits</b>
This advance level course focuses on the more important works by major poets, critics, and autobiographers. Historical context and recent criticism will be a part of the study. Among the authors included: Carlyle, Mill, Ruskin, Arnold, Tennyson, Barrett-Browning, Browning, Gabriel Dante Rossetti, Christina Rossetti, Swinburne, and Hopkins.		
<b>CENG 644</b>	<b>Shakespeare I: The Early Plays</b>	<b>3 Credits</b>
This advance level course covers critical reading of the dramatic works of Shakespeare to about 1600. This course locates the dramatic achievement of the first half of Shakespeare's works in the context of the theatrical, literary, social, and political world in which he lived.		
<b>CENG 645</b>	<b>Shakespeare II: The Later Plays</b>	<b>3 Credits</b>
This advance level course examines plays from the second half of Shakespeare's dramatic career, primarily a selection of his major tragedies and his later comedies.		
<b>CENG 646</b>	<b>Modern British Drama</b>	<b>3 Credits</b>
This advance level course focuses on post-World War II major British and Irish playwrights and their works, including such authors as Samuel Beckett, Simon Bent, David Kane, and Tom Stoppard.		
<b>CENG 647</b>	<b>Renaissance Literature</b>	<b>3 Credits</b>
This advance level course focuses on major writers and their works, including poetry, essays, and drama. Among the authors included in the course are Wyatt, Howard, Sidney, Spenser, Marlow, Shakespeare, Campion, Donne, Jonson, Bacon, Herrick, Marvell, and Milton along with lesser known authors, especially females.		
<b>CENG 648</b>	<b>The Enlightenment</b>	<b>3 Credits</b>

Advance level study of the literary trends of the seventeenth and eighteenth centuries. The study includes British authors such as Hobbes, Locke, Dryden, Swift, Pope, Johnson, and others. The French influence, by way of Descartes, Voltaire, and others, is also a part of the study.		
<b>CENG 649</b>	<b>Literature of the Romantics</b>	<b>3 Credits</b>
Advance level study of the literature of the English Romantic period and its Continental underpinnings. The course also compares English Romantic writing to American Romantic literature.		
<b>CENG 660</b>	<b>Special Topics in Writing</b>	<b>3 Credits</b>
This advance level course emphasizes audience awareness, effective design and organization, clarity and correctness, and mastery of writing forms frequently encountered in the workplace. <ul style="list-style-type: none"> <li>• Creative Writing: This course will vary, focusing on fiction, poetry, drama, and creative non-fiction alternately.</li> <li>• Technical Writing: This is a course in analysis and writing of business and technical documents.</li> </ul> Course content varies and may be repeated for credit.		
<b>CENG 670</b>	<b>Special Topics in Literature</b>	<b>3 Credits</b>
Advance level study in special topics in literature, including multiethnic/cultural, film, technology and literature, or more particularized studies of authors/literature in the four areas of doctoral studies: African American, American, British, African/Caribbean. Content Varies. Course may be repeated for credit.		
<b>CENG 680</b>	<b>Directed Research</b>	<b>3 Credits</b>
This advance level course is focused on methods of writing and research that will lead to producing publishable works.		
<b>CENG 681</b>	<b>History of the English Language</b>	<b>3 Credits</b>
This advance level course covers the study of the nature and function of language; the development of English sounds, forms and syntax; modern English grammar, vocabulary, and American speech.		
<b>CENG 690</b>	<b>Contemporary Africana Women's Fiction</b>	<b>3 Credits</b>
Advance level course examines the fiction by women throughout the African Diaspora with a focus on the roles and status of the women in the societies represented in the novels.		
<b>CENG 691</b>	<b>Caribbean Women Writers: Genre</b>	<b>3 Credits</b>
Advance level course examines the writing of women of the English, French, and Spanish speaking Caribbean. Some knowledge of French and/or Spanish could be useful. Genres (fiction, poetry, and drama) may vary each term the course is		
<b>CENG 692</b>	<b>Ethnic American Women Writers</b>	<b>3 Credits</b>
Advance level course studies the writing of women of various American ethnic groups—Latina, Native American, Asian, etc. Some attention will be given to white female authors who focus on writing ethnic American literature.		
<b>CENG 693</b>	<b>Southern Women Writers</b>	<b>3 Credits</b>
Advance level course studies the works of women writers of the United States South with a focus on themes of culture, race, gender, class, and heritage.		
<b>CENG 752</b>	<b>Major Authors</b>	<b>3 Credits</b>
A focused study on (a) preeminent author/s writing in English that emphasizes the uniqueness and impact of the writer/s on the literary environment and traditions of the milieu.		
<b>CENG801</b>	<b>Dissertation Consultation</b>	<b>1 Credit</b>
<b>CENG 805</b>	<b>Dissertation Research</b>	<b>3 Credits each</b>
<b>CFRE 056/506</b>	<b>French for Graduate Students</b>	<b>3 Credits</b>
Designed to prepare graduate students for developing the foreign language reading and translation skills necessary for easy comprehension of scholarly articles in their subject area. The class meets three hours weekly for one semester (may be audited for 0 credits under CFRE 056). One does not need any prior knowledge of French to be enrolled in this course.		
<b>CFRE 509</b>	<b>Directed Readings in French I</b>	<b>3 Credits</b>
In-depth study and investigation of a particular period or writer of interest to an individual student. The supervising instructor in consultation with the department chairperson must approve all special study projects in advance. This course may be repeated.		
<b>CFRE 510</b>	<b>Directed Readings in French II</b>	<b>3 Credits</b>
In-depth study and investigation of a particular period or writer of interest to an individual student. The supervising instructor in consultation with the department chairperson must approve all special study projects in advance. This course may be repeated.		
<b>CFRE 511</b>	<b>French Phonetics and Pronunciation</b>	<b>3 Credits</b>

Study of French phonetics, pronunciation and intonation with intensive practice in reading and speaking, and the perfecting of a genuine French diction through the aid of phonetic transcription and authentic French videos and audio texts.		
<b>CFRE 513</b>	<b>Advanced French Grammar and Composition</b>	<b>3 Credits</b>
Acquisition of fundamental grammatical principles of French and the most difficult idiomatic and literary expressions of the language, along with extensive oral and written compositions.		
<b>CFRE 514</b>	<b>Advanced French Prose</b>	<b>3 Credits</b>
Designed to sharpen the student's sensitivity to stylistic nuances in literary texts, this course complements CFRE 513 by placing emphasis on grammatical structure and stylistics within the framework of literary analysis and criticism.		
<b>CFRE 717</b>	<b>Romantic to Modern Poetry</b>	<b>3-6 Credits</b>
This course will treat the development of poetic trends, movements and philosophies in France in the nineteenth and twentieth centuries. Particular attention will be paid to Victor Hugo.		
<b>CFRE 718</b>	<b>Modern Prose</b>	<b>3 Credits</b>
This is an in-depth study of the nineteenth and twentieth century novel. The choice of novelists will vary according to the desire of the instructor. Students should expect to read voluminous works of both centuries, and be prepared to critique articles written about the works.		
<b>CFRE 719</b>	<b>Classical to Modern Drama</b>	<b>3 Credits</b>
This is a serious study of the French theatre from 1550 to the present. Students should expect to read several plays per week, and be prepared to identify the stylistic nuances of the various literary movements as they relate to this genre.		
<b>CFRE 761</b>	<b>French Seminar I</b>	<b>3-6 Credits</b>
The examination, documentation, resolving and presentation of research problems in a specific field.		
<b>CFRE 762</b>	<b>French Seminar II</b>	<b>3-6 Credits</b>
The examination, documentation, resolving and presentation of research problems in a specific field.		
<b>CFRE 801</b>	<b>Thesis Consultation</b>	<b>1 Credit</b>
<b>CFRE 802</b>	<b>Dissertation Consultation</b>	<b>1 Credit</b>
<b>CFRE 805</b>	<b>Thesis Research</b>	<b>6 Credits</b>
<b>CFRE 806</b>	<b>Dissertation Research</b>	<b>6 Credits</b>
<b>CHED 600</b>	<b>Administration and Governance of Higher Education</b>	<b>3 Credits</b>
Explore models of governance in higher education and an overview of some of the demographic, social, legal, financial and planning issues and forces, and examine how they affect the way colleges and universities are governed.		
<b>CHED 620</b>	<b>Community College Leadership Practice</b>	<b>3 Credits</b>
Explore the structure, theory and governance of community colleges and its relationship to four-year colleges and universities. Students will have the opportunity to diagnose organizational needs, identify challenges, and produce effective solutions by creating a community service project or design a program that will meet the needs of the community.		
<b>CHED 630</b>	<b>Strategic Planning</b>	<b>3 Credits</b>
Introduce students to the concept of systemic institutional reform and the challenges facing educational change initiatives. It, also, considers methods and issues of planning macro and long-range interventions.		
<b>CHED 640</b>	<b>University Teaching &amp; Learning, Theory &amp; Practice</b>	<b>3 Credits</b>
Students will engage in a variety of assignments, both individually and as a group, to systematically plan for a university course that effectively and efficiently enhances students learning and meaningful engagement. Students will review student learning theories and styles, and how to teach a diversity of learners.		
<b>CHED 650</b>	<b>Student Affairs and Academic Services</b>	<b>3 Credits</b>
Examine the purpose, organization, roles, and functions of students' affairs and its relationship to the academic community. Explore the historical and philosophical influences and organizational structures that have guided the evolution of higher education and the student affairs profession and explore the support services provided to assist students through their matriculation and assess the effectiveness of a host of support services for academically diverse students.		
<b>CHED 660</b>	<b>Human Resources Administration</b>	<b>3 Credits</b>
Studies principle and practices needed in recruitment and retention, evaluation, promotion and removal of personnel and maintenance of staff personnel program. Others key oversight work functions include workforce development, benefits and compensation, and employee relations are reviewed and analyze. This course looks into the challenge of workplace and workforce diversity as well as best practices and future trends in Human resources administration within higher education.		
<b>CHED 670</b>	<b>Higher Education Finance</b>	<b>3 Credits</b>

An analysis of pervasive finance-based equity issues facing higher educational institutions particularly HBCUs and provide an in-depth consideration of economic and financial challenges of ensuring equity for all students.		
<b>CHED 680</b>	<b>Social Justice and Diversity in Higher Education</b>	<b>3 Credits</b>
Prepares students to examine the social fabric of the higher education system through the lens of social justice, diversity and equity. The focus rest on the role and responsibilities, challenges, and opportunities of higher education administrators for creating and sustaining a truly inclusive campus community of learners.		
<b>CHED 690</b>	<b>Program Assessment and Evaluation</b>	<b>3 Credits</b>
This course evaluates organizational units and instructional programs in higher education through application of social systems model of organization and assessment instruments.		
<b>CHED 699</b>	<b>Research Methods in Organizations</b>	<b>3 Credits</b>
Examines methods of researching problems in organizations and develops instruments for measurement of variables in educational organizations.		
<b>CHED 700</b>	<b>Organizational Leadership and Theory</b>	<b>3 Credits</b>
Examines the relationship of environment, institutional culture and organizational goals. Students will be able to use leadership and systems theories as tools to analysis organizational behavior and the relationship of organizational behavior to faculty productivity and student achievement.		
<b>CHED 710</b>	<b>Managing Political Conflict in Higher Education</b>	<b>3 Credits</b>
Examine political challenges and discuss alternative solutions of the many completing political web of interest groups at national, state, local, and institutional levels and the resulting implications for primary stakeholders, such as faculty, students, administrators, donors/investors, and employers in higher education.		
<b>CHED 720</b>	<b>Higher Education Policy Development and Anal.</b>	<b>3 Credits</b>
Examines the development of the most important federal and state polices, legislation and practices impacting public and private colleges and universities in the United States.		
<b>CHED 730</b>	<b>International Higher Education</b>	<b>3 Credits</b>
Explores the internationalization and globalization of higher education from a comparative perspective. Topics include the role and dynamics of higher education globally, and the similarities and differences in development access, finance, admission, structure, curriculum, student affairs and academic services internationally.		
<b>CHED 740</b>	<b>Leading Change to Dev. &amp; Empower Comm.</b>	<b>3 Credits</b>
Explore how American colleges and universities have developed and maintained many types of relationships with political and community collaborations, both private and pubic, and how Each present numerous opportunities and challenges to develop and empower communities. Student will also examine the socio-political history, purpose, and complexity of these partnerships.		
<b>CHED 750</b>	<b>Law and Ethics in Higher Education</b>	<b>3 Credits</b>
Examines the legal and ethical principles that guide the administration of higher education, including, but not limited to the social, political, economic and educational environments in which colleges and universities function. The focus will be on the historical, contemporary, and emerging legal and ethical issues directly impacting administrators, faculty, staff, and students in American colleges and universities. Special attention will be given to understanding constitutional, statutory, and contract law.		
<b>CHED 760</b>	<b>Principal of College Student Rec. &amp; Retention</b>	<b>3 Credits</b>
Examine best practice for recruitment and retention of college students, including those students at risk. Topics include recruitment and retention practices, support programs for first-generation college students, and students with disabilities, proactive methods as interventions strategies, transition services, and community outreach.		
<b>CHED 770</b>	<b>Faculty Issues in American College &amp; Univ.</b>	<b>3 Credits</b>
Examines the roles of college and universities faculty, including how their work may differ based on the type institution in which they are employed, how faculty roles and responsibilities have changed over time, focusing in particular on the origins and purpose of the tenure system and recent trends toward the use of non-tenured line, contract faculty in colleges and universities.		
<b>CHED 780</b>	<b>Student Development and Learning</b>	<b>3 Credits</b>
Examine the development and learning theories, past and present, which help to increase our awareness of the growing and changing nature of college students. Student will also explore how these theories can help predict student behaviors and attitudes of students, in an effort to better address student needs and encourage student success. In addition, the role and responsibilities of faculty and other student support professionals will be emphasized.		
<b>CHED 790</b>	<b>Quantitative Research</b>	<b>3 Credits</b>

This course will guide students through basic quantitative research skills needed to define problems in terms of variables to be measured, and the utilization of quantitative designs to collect, analyze and interpret data on the select variables.		
<b>CHED 791</b>	<b>Directed Research</b>	<b>3 Credits</b>
Students are guided through various steps in the research process. Students will formulate research topics, research questions, complete a literature review of a select topic, and define research variables.		
<b>CHED 795</b>	<b>Qualitative Research</b>	<b>3 Credits</b>
The purpose of this course is to provide a practical introduction to qualitative research and its application in education. Students will have an understanding of the basic philosophical assumptions of qualitative research, key differences between qualitative and quantitative research, and how these assumptions influence research questions, data collection, data analysis, verification, and the use of theory and literature.		
<b>CHED 995</b>	<b>Dissertation Research</b>	<b>3 Credits</b>
Provides guidance on research with a focus on writing the required research dissertation. <b>Prerequisites:</b> Satisfactory completion of all required courses and the comprehensive examination. (Minimum six (6) hours required.)		
<b>CHIS 550</b>	<b>United States History and Law to 1877</b>	<b>3 Credits</b>
Examines the history and structures of the United States from 1870 to the present.		
<b>CHIS 551</b>	<b>U.S. Constitutional History and the Laws since 1877</b>	<b>3 Credits</b>
Examines the history and legal structures of the United States from 1870 to the present.		
<b>CHIS 563</b>	<b>The African American in the United States to 1877</b>	<b>3 Credits</b>
Study of the social, economic, political and cultural development of African Americans during this period.		
<b>CHIS 564</b>	<b>The African American in the United States since 1877</b>	<b>3 Credits</b>
Examines ideological trends, key personalities and events that have characterized the African American experience since Reconstruction.		
<b>CHIS 565</b>	<b>African American History for High School Teachers</b>	<b>3 Credits</b>
Surveys history of African Americans, explores classroom problems, and assesses teacher-student bibliographic material. This course is offered on demand.		
<b>CHIS 566</b>	<b>Contemporary African American History</b>	<b>3 Credits</b>
Reading and research seminar exploring selected aspects of post-World War II developments among African Americans.		
<b>CHIS 574</b>	<b>Post-Industrial America</b>	<b>3 credits</b>
Examination of the evolution of American society after World War II.		
<b>CHIS 575</b>	<b>Intellectual and Cultural History of the United States</b>	<b>3 Credits</b>
Study of selected aspects of American thought and cultural development with attention to changing racial ideologies.		
<b>CHIS 576</b>	<b>Social and Economic History of the United States</b>	<b>3 Credits</b>
Survey of significant social and economic trends and problems with emphasis on the treatment of black people in urban centers.		
<b>CHIS 602</b>	<b>Black Metropolis</b>	<b>3 Credits</b>
Reading seminar concerned with the movement of black people to urban centers.		
<b>CHIS 603</b>	<b>Seminar in African-American History: The Antebellum Period to 1877</b>	<b>3 Credits</b>
Research seminar on selected pre-Civil War aspects of African American history.		
<b>CHIS 604</b>	<b>Seminar in African-American History: Post-Civil War Period</b>	<b>3 Credits</b>
Research seminar on selected post-Civil War aspects of African American development.		
<b>CHIS 605</b>	<b>Independent Study</b>	<b>1-3 Credits</b>
Designed to give students under the supervision of the instructor an opportunity to pursue in-depth areas not covered in seminars or classes. This course is offered on demand.		
<b>CHIS 606</b>	<b>The Black Woman in American History</b>	<b>3 Credits</b>
Research seminar analyzing the role of women in the historical development of the United States with emphasis upon black women.		
<b>CHIS 607</b>	<b>Community, Family, and Oral History</b>	<b>3 Credits</b>
Seminar emphasizing approaches to study and research in oral history using the community and family as points of entry.		

<b>CHIS 680</b>	<b>History of Africa to 1800</b>	<b>3 Credits</b>
Saharan Africa before 1800 with emphasis on the diversity of ethnic groups and the changing nature of pre-colonial African societies.		
<b>CHIS 681</b>	<b>History of Africa since 1800</b>	<b>3 Credits</b>
Examines the social, political and economic development of Sub-Saharan Africa from 1850 to the present with special emphasis on a range of contemporary issues and themes.		
<b>CHIS 682</b>	<b>Seminar in African History</b>	<b>3 Credits</b>
Explores in-depth selected aspects of African history from earliest times to the present.		
<b>CHIS 685</b>	<b>Christianity and Colonialism in Africa</b>	<b>3 Credits</b>
This course examines the historical development of Christianity in sub-Saharan Africa during the colonial era, emphasizing Church and State objectives, life in mission communities, mission education and westernized elites, the rise of independent African religious movements, and the interplay of Christianity and African nationalism.		
<b>CHIS 691</b>	<b>Thesis Consultation</b>	<b>1 Credit</b>
<b>CHIS 695</b>	<b>Thesis Research</b>	<b>3 Credits</b>
<b>CHIS 767</b>	<b>The Modern Civil Rights Movement</b>	<b>3 Credits</b>
Examines the social contexts, underlying themes, personal motivations, shifting geographies, central groups, and widespread involvement in the move for African American social justice from the 1890s to the 1960s.		
<b>CHIS 777</b>	<b>The Atlantic World</b>	<b>3 Credits</b>
Explores the geographies of the African Diaspora, focusing on movement of peoples between and through continents from predating the African Slave Trade of the 1600 and 1700s to current migrations.		
<b>CHIS 789</b>	<b>United States History Post 1945</b>	<b>3 Credits</b>
Course focusing on contemporary history of the United States. Brings study of African American social movements, economic and political trends and popular culture to the 21st century.		
<b>CHIS 795</b>	<b>Advanced Historiography and Methodology</b>	<b>3 Credits</b>
Designed to train master's students in methods of research, thesis writing and historiography.		
<b>CHIS 780/781/782/783</b>	<b>History Internship I, II, III, IV</b>	<b>3 Credits</b>
A variety of programs are available that provide a planned, supervised, and practical experience outside the classroom. Typically, students engage in research, museum, library, or archival work for a public agency or a private not-for-profit organization. Approval of the Department Chair is required for academic credit.		
<b>CHIS 801</b>	<b>Dissertation Consultation</b>	<b>1 Credit</b>
<b>CHIS 805</b>	<b>Dissertation Research</b>	<b>6 credits</b>
<b>CHIS 895</b>	<b>Advanced Graduate Course in Historiography and Methodology</b>	<b>3 Credits</b>
Designed to train doctoral students in advanced methods of research, thesis writing, and historiography.		
<b>CHUM 875</b>	<b>Humanistic Inquiry</b>	<b>3 Credits</b>
Introduces fundamental concepts and methods of humanities studies and research generally and those which are basic to various disciplines in humanities including language, arts, literary criticism, and historiography.		
<b>CHUM 876</b>	<b>The Person in History and Literature</b>	<b>3 Credits</b>
Examines the concept of "person" as a reflection of the ontological, ethical, and political premises of various cultures and epochs, and how concepts of personhood are embedded in historical and literary texts.		
<b>CHUM 877</b>	<b>Literature and Popular Culture</b>	<b>3 Credits</b>
Addresses fundamental questions about the nature of contemporary culture by examining the structures, myths and genres of contemporary popular culture.		
<b>CHUM 878</b>	<b>Ideas and Exemplars</b>	<b>3 Credits</b>
Investigates the contexts and processes in which seminal ideas are created in a particular ethos, and their exemplars as well as the principles determining their transformation in subsequent epochs and in cultural diffusions.		
<b>CHUM 879</b>	<b>Interdisciplinary Seminar: Ethics and Social Philosophy</b>	<b>3 Credits</b>



Addresses issues such as pedagogical ethics, administrative ethics, and encourages students to make ethical choices in various scenarios, including choices that enhance social responsibility.		
<b>CHUM 880</b>	<b>Special Topics: Contemporary Issues in Humanities</b>	<b>3 Credits</b>
Explores contemporary issues and new disciplinary trends in the humanities.		
<b>CHUM 881</b>	<b>Teaching and the Humanities</b>	<b>3 Credits</b>
Examines various pedagogical theories and approaches in the humanities and explores strategies for developing teaching philosophies, course designs, and classroom management and policies.		
<b>CHUM 882</b>	<b>Internship in Teaching</b>	<b>3 Credits</b>
Entails practical classroom experience in applying the pedagogical principles, research, and methods studied in CHUM 881. <i>Prerequisite:</i> CHUM 881.		
<b>CHUM 883</b>	<b>Science and the Humanities</b>	<b>3 Credits</b>
Explores the nexus between science and the humanities and what science can offer the humanities.		
<b>CHUM 885</b>	<b>Digital Humanities</b>	<b>3 Credits</b>
Explores the emerging methodologies for using the electronic media in humanistic study as well as electronic publishing in humanities.		
<b>CHUM 886</b>	<b>Directed Research</b>	<b>3 Credits</b>
Allows students to conduct individual research or participate in study abroad research under the guidance of a faculty.		
<b>CHUM 888</b>	<b>A Review of the Humanities</b>	<b>3 Credits</b>
Provides a comprehensive examination of the major issues, controversies, ideas, concepts and methods of humanities.		
<b>CHUM 891</b>	<b>Research Methods</b>	<b>3 Credits</b>
Considers qualitative and quantitative approaches to conducting research as practiced in the humanities, including broad discussions of issues of causality, validity, reliability, and the ethics of human research. The course also emphasizes current research methods in humanities.		
<b>CHUM 892</b>	<b>Research Design</b>	<b>3 Credits</b>
Develops the skills necessary to design and write a research project, develop and submit grant applications, fellowship applications, and a dissertation prospectus. Additional emphasis is directed on writing as a competent researcher.		
<b>CHUM 901</b>	<b>Dissertation Consultation</b>	<b>1-3 Credits</b>
<b>CHUM 905</b>	<b>Dissertation Research</b>	<b>1-3 Credits</b>
<b>CMAT 501</b>	<b>Calculus and Linear Algebra</b>	<b>3 Credits</b>
This is a course for non-mathematics majors who are deficient in the tools of calculus and linear algebra.		
<b>CMAT 521</b>	<b>Real Analysis I</b>	<b>3 Credits</b>
Theory of Lebesgue measure and integration.		
<b>CMAT 522</b>	<b>Real Analysis II</b>	<b>3 Credits</b>
This course is a continuation of CMAT 521. An expanded discussion of the Theory of Lebesgue measure and integration, Banach and Hilbert spaces, product measure and product integration.		
<b>CMAT 523</b>	<b>Complex Variables I</b>	<b>3 Credits</b>
The course focuses on the theory and applications of functions of a complex variable; topics include analytic functions, contour integration, harmonic functions, conformal mapping and analytic continuation.		
<b>CMAT 524</b>	<b>Complex Variables II</b>	<b>3 Credits</b>
This course is a continuation of CMAT 523. An expanded discussion of the theory and applications of functions of a complex variable is covered.		
<b>CMAT 525</b>	<b>Algebra I</b>	<b>3 Credits</b>
This course covers the basic theory of groups, Sylow theorems, rings, integral domains, fields and modules; advanced topics include Galois theory and category theory.		
<b>CMAT 526</b>	<b>Algebra II</b>	<b>3 Credits</b>
This course is a continuation of CMAT 525. An expanded discussion of groups, Sylow theorems, rings, integral domains, fields and modules, advanced topics include Galois theory and category theory.		
<b>CMAT 527</b>	<b>Topology I</b>	<b>3 Credits</b>



The course includes the study of topological concepts including metric and topological spaces, continuity, connectedness, completeness, compactness and product spaces.		
<b>CMAT 528</b>	<b>Topology II</b>	<b>3 Credits</b>
This course is a continuation of CMAT 527. An expanded discussion of topological concepts including metric and topological spaces, continuity, connectedness, completeness, compactness and product spaces are covered.		
<b>CMAT 541</b>	<b>Principles of Applied Mathematics I</b>	<b>3 Credits</b>
The course includes the study of various techniques of applied mathematics including Fourier Transforms, Sturm-Liouville Problems, Green's functions, string vibration, integral and differential operators in Hilbert spaces, spectral analysis and Laplace transforms.		
<b>CMAT 542</b>	<b>Principles of Applied Mathematics II</b>	<b>3 Credits</b>
This course is a continuation of CMAT 541. An expanded discussion of various techniques of applied mathematics including Green's functions, string vibration, integral and differential operators in Hilbert spaces, spectral analysis and Laplace transforms are covered.		
<b>CMAT 551</b>	<b>Biostatistics</b>	<b>3 credits</b>
Statistical theory and methods applied to biological research are emphasized.		
<b>CMAT 601</b>	<b>Probability Theory and Stochastic Processes I</b>	<b>3 Credits</b>
The course focuses on probability theory including central limit theorem and ergodic theory. Also included is study of stationary processes, independent increment processes and Gaussian processes.		
<b>CMAT 602</b>	<b>Probability Theory and Stochastic Processes II</b>	<b>3 Credits</b>
This course is continuation of CMAT 601. An expanded discussion of probability theory, ergodic theory, stationary processes, independent increment processes and Gaussian processes is covered.		
<b>CMAT 605</b>	<b>Partial Differential Equations</b>	<b>3 Credits</b>
The course is a study of techniques for solving partial differential equations, including distributions, Sobolev spaces and Hilbert space methods.		
<b>CMAT 607</b>	<b>Introduction to Numerical Methods</b>	<b>3 Credits</b>
The course includes a study of numerical algorithms for the solution of algebraic, differential and integral equations including error analysis.		
<b>CMAT 608</b>	<b>Advanced Numerical Methods</b>	<b>3 Credits</b>
The course includes a study of advanced techniques of numerical analysis including finite difference and finite element approximations for elliptic and parabolic equations. Also included are various functional analytic techniques.		
<b>CMAT 609</b>	<b>Introduction to Control Theory</b>	<b>3 Credits</b>
The course focuses on control theory including the calculus of variations, Hamilton-Jacobi theory and Pontryagin's maximum principle; topics include stochastic control depending on interest.		
<b>CMAT 610</b>	<b>Foundations of Mathematics</b>	<b>3 Credits</b>
Students study basic concepts and ideas in the philosophy and foundations of mathematical sciences, topics varying with the needs of students.		
<b>CMAT 611</b>	<b>Mathematical Logic</b>	<b>3 Credits</b>
Study of Boolean algebraic and logic concepts with applications to circuit design and theorem proving.		
<b>CMAT 612</b>	<b>Theory of Sets</b>	<b>3 Credits</b>
The course topics include the descriptive theory of sets and functions, the cartesian product, relations, counting, transfinite arithmetic, well ordered sets and cardinal numbers, and the equivalence of the axiom of choice, the well- ordering theorem and Zorn's Lemma.		
<b>CMAT 615</b>	<b>Nonlinear Optimization I</b>	<b>3 Credits</b>
Analytical and numerical treatment of finite dimensional nonlinear programming; Computational aspects of constrained extremum problems; current developments.		
<b>CMAT 616</b>	<b>Nonlinear Optimization II</b>	<b>3 Credits</b>
This is a continuation of CMAT 615. An expanded discussion of analytical and numerical treatment of finite dimensional nonlinear programming and computational aspects of constrained extremum problems is covered.		
<b>CMAT 628</b>	<b>Functional Analysis</b>	<b>3 Credits</b>

Linear Spaces, Normed Spaces, Banach Spaces, Hahn-Banach theorem, open-mapping theorem, closed-graph theorem, strong and weak convergence.		
<b>CMAT 639</b>	<b>Differential Equations</b>	<b>3 Credits</b>
Advanced coverage of Ordinary differential equations; topics varying with interest of the instructor.		
<b>CMAT 643</b>	<b>Operations Research I</b>	<b>3 Credits</b>
Techniques for analytical formulation of decision problems, including linear programming, convex programming, dynamic programming, queuing models, replacement models, and stochastic processes.		
<b>CMAT 644</b>	<b>Operations Research II</b>	<b>3 Credits</b>
This course is a continuation of CMAT 643. An expanded discussion of techniques for analytical formulation of decision problems is covered.		
<b>CMAT 651</b>	<b>Topics in Mathematics</b>	<b>3 Credits</b>
Study of topics of current interest in the Department of Mathematical Sciences. Students will complete and present a research-based project on a selected issue in the field of mathematics.		
<b>CMAT 675</b>	<b>Thesis Seminar I</b>	<b>3 Credits</b>
Students develop a research topic leading to the completion of a graduate thesis.		
<b>CMAT 676</b>	<b>Thesis Seminar II</b>	<b>3 Credits</b>
Students develop a research topic leading to the completion of a graduate thesis.		
<b>CPAD 501</b>	<b>Public Administration: Survey of the Field</b>	<b>3 Credits</b>
This is the introductory course in public administration designed to provide students with a broad overview of the field of Public Administration, both as an academic discipline and as a profession. It examines the context in which public administration occurs and its relationship to the social and political environment in which it exists. Students will be exposed to the various functions involved in administration of public policy and how to apply practical solutions to the problem faced in its implementation.		
<b>CPAD 502</b>	<b>Organizational Theory and Bureaucratic Behaviors</b>	<b>3 Credits</b>
This course focuses on the structure, process and role of individuals in organizations emphasizing how and why these components have to be coordinated to efficiently and effectively attain organizational goals and objectives. It defines and examines concepts, models, paradigms and theories in the field of organization theory as the basis for understanding internal and external organizational dynamics.		
<b>CPAD 503</b>	<b>Research Methods</b>	<b>3 Credits</b>
This course is designed to provide students with an opportunity to study and apply both qualitative and quantitative research methods. This course teaches students the skills needed for problem analysis and critical inquiry. While focusing on descriptive research, other research designs and various data gathering techniques are examined. Additionally, the identification of research issues/problems, the determination of appropriate research approaches for exploring the issues/problems identified, the formulation of relevant data analysis procedure and techniques, and the presentation of research results are examined.		
<b>CPAD 504</b>	<b>Research Data Analysis</b>	<b>3 Credits</b>
This course provides an understanding of quantitative as well as qualitative techniques for analyzing research data on public programs and administrative problems. Explores the relevancy of quantitative and qualitative analysis to problems administrators face in public agencies. Students will learn to make appropriate use of applied research in decision making and will utilize computer programming in support of statistical analysis.		
<b>CPAD 505</b>	<b>Economics for Public Administrators</b>	<b>3 Credits</b>
This course is designed to provide public administrators with the fundamental economic background necessary to understand and implement public policy. Macroeconomic and microeconomic theories are used to develop tools that are useful applications.		
<b>CPAD 506</b>	<b>Public Budgeting and Finance</b>	<b>3 Credits</b>
This course includes an overview of the political and legal institutions in the budgetary process. The various contexts of public budgets, including political and economic, are explored. Additionally, students examine the executive and legislative foci on public budgeting. Budgetary analytical processes, operating budgets, capital budgets, and revenue systems are explained to provide students with the ability to plan, develop, and implement budgets in public sector agencies.		
<b>CPAD 507</b>	<b>Formulation of Public Policy</b>	<b>3 Credits</b>

This course is designed primarily to acquaint students with the public policy making process in the United States. The goal is to enable students to identify, explain and understand the structure, sources and processes of public policy making, and, to attempt to use models developed by policy analysts and experts to analyze government policies and programs. Particular emphasis will be placed on the socio-economic and political variables that impact upon the policy making processes and on the utility of the theoretical knowledge and research in the formulation, implementation and evaluation of public policies in the United States.		
<b>CPAD 508</b>	<b>Human Resources Management</b>	<b>3 Credits</b>
The focus of this course is upon developing a full understanding of the nature of the working relationship which exists between management and the worker within a productive environment. This type of environment, one where emphasis is placed on creating a work situation which is mutually beneficial to both parties, is the primary focus of the human resource function in public and private organizations. This course provides an overview of the historical nature of human resources management in the public sector; explores legal and constitutional structures, and develops recommendations for establishing and maintaining constructive relationships between these two competing groups.		
<b>CPAD 509</b>	<b>State and Local Government Finance</b>	<b>3 Credits</b>
This course covers the many aspects of financial management: the need for accurate forecasting, accounting reporting, the players and pressures of the budget cycle; the importance of local revenue sources; the need for sound management of debt, cash, inventory, purchasing and risk. Trends and issues that have emerged in state and local financial management also will be explored. Students study the impacts of the last decade of the twentieth century: national and local efforts to foster accountability for performance in government; the effects of privatization and service contracting on local finance; the effects of a slowed economy on revenue sources, property valuation, interest rates, and service delivery; local government involvement in economic development; globalization of the local economy, and other economic and demographic patterns in metropolitan areas. This course focuses on management principles and practices while outlining the financial and economic context within which financial management takes place.		
<b>CPAD 510</b>	<b>Program Design, Implementation and Evaluation</b>	<b>3 Credits</b>
This course introduces students to the importance of program design, implementation and evaluation in the field of public administration. It highlights essential steps and issues involved in the design of effective public programs and underscore the need to conduct good evaluation for these programs. In addition, the course examines how social science knowledge can enhance the design and evaluation of public programs.		
<b>CPAD 511</b>	<b>Applied Urban Management</b>	<b>3 Credits</b>
The course will expose the students to the complex problems of managing urban America in the 21st century. Specific emphasis will be placed on the political environment of urban places with their diverse populations configured in dimensions of race, class and economic disparities. The overall goal of the course is to have the students gather general knowledge of urban America and acquire skills that may be applied in managing urban units of government.		
<b>CPAD 512</b>	<b>Internship</b>	<b>3 Credits</b>
All pre-service students are required to complete an approved internship. The length of the internship must be a minimum of twelve (12) weeks and 480 hours of on-site work. The purpose of the internship is to provide students with practical hands on experience related to their areas of concentration. This experience should be in a position which provides students with entry-level administrative responsibilities and under the direct supervision of a person in the organization who has mid to executive level responsibility. Students participating in their internships are counseled on various aspects of practical administration. Discussions also focus on the identification of problems which will be used in the students final Exit Paper. Students are required to prepare a portfolio and submit a critical analysis of one of the required textbooks. See program advisor and internship coordinator for further guidelines.		
<b>CPAD 513</b>	<b>Independent Study</b>	<b>3 Credits</b>
This course is provided for students requesting special instruction in an approved concentration. Students are given required reading lists for analysis and discussion with the assigned faculty. Students also complete case study analysis and a major research paper on a topic that has prior approval of the faculty. The student learning outcomes reflect those of the specific course for which the independent study is undertaken, e.g., CPAD 521, Principles of community and Economic Development.		
<b>CPAD 514</b>	<b>Public Management I</b>	<b>3 Credits</b>
This course is designed to broaden the students' knowledge of the scope and character of managing in the public sector. In addition to exploring the traditional functions and behavior of public managers, this course will place emphasis on the politics of public management. Issues related to ethical behavior in public management will also be explored. Considerable attention will be given to current approaches to improve the management of public organizations.		
<b>CPAD 515</b>	<b>Comparative Administration</b>	<b>3 Credits</b>
Comparative public administration is the systematic study of public administration, policy and management from a cross-national perspective. It introduces students to a wide range of administrative systems with an emphasis on third world public bureaucracies. Selected administrative systems will be used in the study of comparative administration.		

<b>CPAD 516</b>	<b>Fundamentals of Social Policy</b>	<b>3 Credits</b>
The course is designed to define and understand basic concepts in the field of social policy to understand the philosophical justification for American social policies. To examine competing theories developed to analyze social policy. To identify, discuss and review the literature on social policies. To analyze specific policies for context and relevance to society. To discuss ethical questions associated with the implementation of social policies.		
<b>CPAD 517</b>	<b>Labor Management Relations</b>	<b>3 Credits</b>
This is an introductory course designed to enhance the knowledge of students in the area of labor management relations and collective bargaining. The primary objectives of this course are to introduce students to the terminology, historical context and current trends in the area of labor management relations as they relates to both the public and private sectors. Due to the legal environment and political context in which the public sector operates it is important to distinguish the differences between the management of labor relations in the public versus the private sector. Finally, this course will allow students to gain hands on experience in resolving labor management issues by examining relevant case studies and participating in various role play simulations.		
<b>CPAD 518</b>	<b>Strategic Human Resources Management Planning</b>	<b>3 Credits</b>
This course gives the student a practical overview of strategic human resources practices as tools for management in today's knowledge-based organization. The organization's need to link the accomplishment of its strategic mission to human resource activities is explored. Emphasis is placed on using individual HR functions for achieving an organization's mission and purpose. Human resources techniques and functions are addressed from the perspective of their ability to provide value-added assistance to achieving goals of the organization.		
<b>CPAD 519</b>	<b>Development Management and Administration</b>	<b>3 Credits</b>
This course provides a foundation for the study and practice of development administration emphasizing issues of societal change and development, administrative systems, processes, problems and techniques used mainly by developing countries to promote development.		
<b>CPAD 521</b>	<b>Principles of Community and Economic Development</b>	<b>3 Credits</b>
This course is designed to introduce students to concepts, theories and methods developed in the study of community and economic development. The role of the nonprofit organization, policy formation and the empowerment of citizens will be discussed.		
<b>CPAD 524</b>	<b>Seminar Contemporary Problems in Urban Management</b>	<b>3 Credits</b>
This seminar is designed to explore through reading, discussion and research the characteristics, issues, and problems of managing and governing urban areas.		
<b>CPAD 525</b>	<b>Seminar in Public Policy</b>	<b>3 Credits</b>
This course is primarily intended for students whose concentration or area of interest is in public policy. It is designed to acquaint them with the most up-to-date literature in the field and to emphasize the philosophical, theoretical and practical basis and evolutionary trends of this field of study. The goal is to develop in these students the ability to critically analyze and evaluate the assumptions, theories, research methodology and application of public policies.		
<b>CPAD 526</b>	<b>Seminar in International Administration and Development Management</b>	<b>3 Credits</b>
This course reviews the literature in the area of International Development Administration for the purposes of identifying the unifying themes in this subject area. The student will critically evaluate prevailing theories, notions and orientations of development in order to understand and develop new approaches to development administration.		
<b>CPAD 528</b>	<b>Seminar: Human Resources Management</b>	<b>3 Credits</b>
This is the capstone course for the Human Resources concentration and is designed to provide students with the opportunity to focus on the role that human resources management plays in organizational goal attainment. Through assigned readings, in-class discussions, and out of class exercises, students will explore the concept of human capital as an organizational asset requiring investment and development. Particular attention will be focused on the use of benchmarking in developing strategic human resources management policies and practices and aligning them with the organization's mission, goals and objectives.		
<b>CPAD 531</b>	<b>Seminar: Contemporary Problems in Community and Economic Development</b>	<b>3 Credits</b>

<p>The U.S. Economic Development Agency describes economic development as “fundamentally about enhancing the factors or productive capacity-land, capital, and technology of a national, state or local economy.” In this course, the “community” in community and economic development (CED) activities comprises residents of a geographic neighborhood or multi-neighborhood area, no matter how they relate to one another. The challenges that are presented in the quest to improve productive capacity, and therefore economic status and quality of life, are numerous and varied. At the heart, often lie business management knowledge and skills and the availability and access to adequate start-up or productivity improvement funding. While the private sector can play an important role in encouraging economic growth through venture capital and other investments, the public sector plays an important role in developing tools and providing resources to generate employment and improved productivity. This course will address strategies and issues in CED, including policy alternatives at different levels of government, such as small business assistance, community- level technology-based development, as well as a range of financing mechanisms.</p>		
<b>CPHY 501</b>	<b>Classical Mechanics</b>	<b>3 Credits</b>
Dynamics of particles and rigid bodies; the Lagrangian and Hamiltonian formulation; Poisson brackets, Hamilton-Jacobi Theory, classical scattering theory, theory of small oscillation.		
<b>CPHY 503</b>	<b>Electrodynamics</b>	<b>3 Credits</b>
Maxwell's equations and applications; electrostatics, dielectrics, magnetostatics, scalar and vector potentials; conservation laws; multiple moments and multiple radiation; dispersion; special relativity.		
<b>CPHY 504</b>	<b>Modern Optics</b>	<b>3 Credits</b>
Concepts of Modern Optics starting with Maxwell's equations including topics such as reflection and refraction, wave propagation in anisotropic media diffraction, interference, lasers, holography, and the theory of optical wave-guides. <b>Prerequisite:</b> CPHY 503, Electrodynamics.		
<b>CPHY 515</b>	<b>Quantum Mechanics I</b>	<b>3 Credits</b>
Non-relativistic quantum mechanics; representation of dynamical variables as operators or matrices; theory of angular momentum; motion in a centrally symmetric field; perturbation theory; identical particles and spin; theory of classic collisions; semi-classical treatment of radiation.		
<b>CPHY 516</b>	<b>Quantum Mechanics II</b>	<b>3 Credits</b>
Relativistic quantum mechanics; many particle systems; perturbation theory; Fermions and Bosons, Hartree-Fock method; quantum game theory; density-functional theory.		
<b>CPHY 520</b>	<b>Thermodynamics and Statistical Mechanics</b>	<b>3 Credits</b>
Review of first law, second law, and third law of thermodynamics; irreversible processes; microcanonical, canonical and grand canonical ensembles; the density matrix; Bose and Fermi systems. Kinetic theory and the Boltzmann transport equation.		
<b>CPHY 531</b>	<b>Mathematical Methods I</b>	<b>3 Credits each</b>
Vector analysis, orthogonal curvilinear coordinates; the calculus of variations; functions of a complex variable; ordinary and partial differential equations, hypergeometric functions; orthogonal functions; integral transform methods; Green's functions and integral equations.		
<b>CPHY 532</b>	<b>Mathematical Methods II</b>	<b>3 Credits</b>
Generalized periodic functions; Sturm-Louisville Theory; the operational calculus; approximations to eigenfunctions and eigenvalues; Schrödinger type equations.		
<b>CPHY 540</b>	<b>Solid State Physics</b>	<b>3 Credits</b>
Brillouin zone treatment of metals, semiconductors and insulators; approximation methods of determining properties of real solids; comparison between theory and experiment for selected solid state phenomena.		
<b>CPHY 545</b>	<b>Atomic and Nuclear Physics</b>	<b>3 Credits</b>
Quantum theory of atomic and nuclear processes. Hartee-Fock approximation, fine and hyperfine structure, atomic collision; nucleon-nucleon potentials and scattering, shell and collective models, correlation in nuclear matter.		
<b>CPHY 550</b>	<b>Physics of Fluids</b>	<b>3 Credits</b>
Basic processes in liquids, gases, magneto-fluids and plasmas; Navier-Stokes equation, non-Newtonian fluids, compressible and incompressible flow, shock structure, kinetic theory, classical transport, turbulence.		
<b>CPHY 565</b>	<b>Physics of Surfaces</b>	<b>3 Credits</b>
Fundamentals of physical methods for studying the structures, compose vibrational and electronic properties of solid surfaces, including the verification of principles in laboratory experiments.		
<b>CPHY 570</b>	<b>Radiation Physics</b>	<b>3 Credits</b>

Radioactivity, interaction of electromagnetic radiation with matter, radiation quantities and units; x-rays, gamma rays, neutron activation, interaction of charged particles with matter, stopping power, range-energy relations, counting statistics shielding, dosimetry, waste disposal, critical prevention, radiation biology and ecology.		
<b>CPHY 585</b>	<b>Applied Quantum Mechanics I</b>	<b>3 Credits</b>
Application of quantum mechanical principles to the solution of selected problems in atomic, molecular, nuclear and solid-state physics. <i>Prerequisites:</i> CPHY 515, CPHY 516.		
<b>CPHY 586</b>	<b>Applied Quantum Mechanics II</b>	<b>3 Credits</b>
Application of quantum mechanical principles to the solution of selected problems in atomic, molecular, nuclear and solid-state physics. <i>Prerequisites:</i> CPHY 515, CPHY 516.		
<b>CPHY 601</b>	<b>Departmental Seminar I</b>	<b>0 Credit</b>
Required of all graduate students in the Department.		
<b>CPHY 602</b>	<b>Departmental Seminar II</b>	<b>0 Credit</b>
Required of all graduate students in the Department.		
<b>CPHY 603</b>	<b>Thesis Research</b>	<b>1-6 Credits</b>
Designed to assist students in the development, research, and writing of the thesis research project including research project consultation.		
<b>CPHY 604</b>	<b>Non-Thesis Research</b>	<b>1-6 Credits</b>
Designed for students who are in the final stage of non-thesis research project writing, which requires minimal supervision and assistance. Includes non-thesis research project consultation.		
<b>CPHY 605</b>	<b>Optical Fiber Measurements I</b>	<b>3 Credits</b>
Introduction to the hands-on experience needed to master the basic concepts and laboratory techniques of optical fiber technology; includes a wide range of applications in both optical communications and sensors, using both multimode and single-mode fibers.		
<b>CPHY 606</b>	<b>Modern Optical Measurements II</b>	<b>3 Credits</b>
Continuation of Optical Fiber Measurements I with emphasis on more complex measurements and calibration on topics such as polarization-maintaining fibers, communication sources and detectors and communication systems.		
<b>CPHY 607</b>	<b>Advanced Optics</b>	<b>3 Credits</b>
Surveys topics in advanced optics such as electromagnetic wave scattering and propagation in unperturbed, perturbed and nonlinear dielectric media. <i>Prerequisite:</i> CPHY 504.		
<b>CPHY 610</b>	<b>Philosophy of Science</b>	<b>3 Credits</b>
Treatment of ontological, epistemological, and methodological presuppositions underlying physical theory and experiment; problems of demarcation, verification and evolution of scientific knowledge; social implications of scientific research.		
<b>CPHY 615</b>	<b>Special Topics in Physics</b>	<b>3 Credits</b>
Special topics of current interest such as general relativity, quantum field theory, scattering theory, elementary particle theory, astrophysics, etc.		
<b>CPHY 620</b>	<b>Introduction to Atmospheric Sciences</b>	<b>3 Credits</b>
Dynamics of atmospheric processes; spectroscopy of atomic and molecular species; photodynamics and photokinetics of photochemical processes; instrumental techniques, including infrared, atomic emissions, and atomic absorption.		
<b>CPSC 500</b>	<b>Departmental Seminar</b>	<b>0 Credit</b>
A weekly meeting of all members of the Department set aside for exchange of ideas among the participants; guest lecturers are frequently invited. Required of all majors.		
<b>CPSC 502</b>	<b>Government and Business</b>	<b>3 Credits</b>
Critical analysis of the relationship between group pressures on government and public policy affecting business; role of administration in formation of policy problems, and experiences of federal agencies operating in business fields.		
<b>CPSC 503</b>	<b>Public Opinion and Propaganda</b>	<b>3 Credits</b>
A study to identify and explain public opinion; to describe how and why people react in social situations, and to consider the role of public opinion and propaganda in contemporary society.		
<b>CPSC 504</b>	<b>Techniques of Political Control</b>	<b>3 Credits</b>



Examination of the tools used by power holders to control society, with special attention to the condition of African Americans in the United States.		
<b>CPSC 505</b>	<b>Political Parties</b>	<b>3 credits</b>
Explores the types, the nature and the different structures of political parties in America and abroad; theories about political parties are also explored.		
<b>CPSC 506</b>	<b>Black Political Parties</b>	<b>3 Credits</b>
The rise and development of separate black political entities examined historically and contemporarily; attention is focused on types of black parties and the rationale for their organization and development.		
<b>CPSC 507</b>	<b>Politics of Rural United States</b>	<b>3 Credits</b>
Analysis of political trends and movements in rural America.		
<b>CPSC 508</b>	<b>Seminar in Southern Politics</b>	<b>3 Credits</b>
Examination of Southern politics in state, nation, and the international arena; the approach is systematic and comprehensive, with focus on blacks in the region.		
<b>CPSC 509</b>	<b>The United States Presidency</b>	<b>3 Credits</b>
Analysis of the powers and organization of the U.S. presidency, with attention to power-gathering, domination of the legislative branch, and manipulation of the people.		
<b>CPSC 510</b>	<b>The Congressional Process</b>	<b>3 Credits</b>
Analysis of the U.S. Congress, especially the internal structure, power uses, pressure politics, executive relations, constituency relations and intra-Congress conflicts.		
<b>CPSC 511</b>	<b>American Federalism</b>	<b>3 Credits</b>
Survey of the origins, institutions and operation of federalism in the United States; the nature of this structure and its consequences are examined in relationship to minorities.		
<b>CPSC 512</b>	<b>Black City Politics</b>	<b>3 Credits</b>
Comparative assessment of the impact of the ascendancy of black elected officials in specified American cities; analyses of the mechanics which brought blacks to power, problems blacks experience in exercising power, and impact of black leadership on the delivery and quality of city services.		
<b>CPSC 513</b>	<b>American Political Process</b>	<b>3 Credits</b>
Analysis of factors, institutions and actors in the American political arena; study of access to various structures and political organizations from the view of all groups within a pluralistic society.		
<b>CPSC 514</b>	<b>Seminar in Judicial Process</b>	<b>3 Credits</b>
Studies of court systems at each level, jury process, substantive judicial issues, with emphasis on the role of African-American participants.		
<b>CPSC 515</b>	<b>Legislative Process</b>	<b>3 Credits</b>
Examination of theories, roles, structures, committee systems, procedures and politics of legislatures, and of the involvement of interest groups, executive, bureaucracy, and judiciary in the legislative process.		
<b>CPSC 516</b>	<b>Seminar/Internship on the Georgia Assembly</b>	<b>3 Credits</b>
During the annual legislative sessions, students serve as interns and participant-observers of the Georgia legislature; research papers required.		
<b>CPSC 517</b>	<b>Women in Politics Seminar</b>	<b>3 Credits</b>
Survey of the role of women as political activists and office holders on the international, national and local levels, with emphasis on the participation of minority women in U.S. politics.		
<b>CPSC 518</b>	<b>Seminar in Urban Problems</b>	<b>3 Credits</b>
A rotating topic seminar involving in-depth exploration of problems common to major urban centers; topic will be announced each semester.		
<b>CPSC 519</b>	<b>Urban Politics</b>	<b>3 Credits</b>
Survey of dilemmas, limitations and potentialities of urban political activity in America exposes students to various approaches to the study of urban politics and assessment of impact of blacks upon political activity of contemporary urban centers.		
<b>CPSC 520</b>	<b>Politics of Public Finance</b>	<b>3 Credits</b>



Basic concepts and modes of government financing, especially those of local government, with attention to implications for units of government under black political authority.		
<b>CPSC 522</b>	<b>Urban Political Movements</b>	<b>3 Credits</b>
Examination of political organizations seeking to create basic changes in public policy of various urban centers and review of goals, strategies and methods of these organizations and their impact upon the urban landscape.		
<b>CPSC 523</b>	<b>Atlanta City Politics</b>	<b>3 Credits</b>
Survey of the political system in Atlanta with focus on resources, strategies and tactics of black and white actors in shaping Atlanta's politics, programs and developing political institutions.		
<b>CPSC 525</b>	<b>Political Demography and Urban Change</b>	<b>3 Credits</b>
Analysis of impact of population shifts and other demographic factors upon urban change; special emphasis upon black migration patterns and resulting public policy.		
<b>CPSC 526</b>	<b>Approaches to the Study of Urban Politics</b>	<b>3 Credits</b>
Examination and critique of various conceptual schemes as tools for analyzing urban political development and review of major theoretical works purporting to explain urban political phenomena.		
<b>CPSC 529</b>	<b>Comparative Political Systems</b>	<b>3 Credits</b>
Survey of political structures, institutions, ideologies, interest groups and governmental systems; analysis of decision-making processes, political conflicts and change, and group interaction; examination of models of political systems.		
<b>CPSC 530</b>	<b>Government and Politics of Latin America</b>	<b>3 Credits</b>
Examination of Latin American political institutions and political forces, with special attention to role of the military and the church and the legacy of European and U.S. exploitation.		
<b>CPSC 531</b>	<b>Politics in Developing States</b>	<b>3 Credits</b>
Examination of political processes in developing countries; problems arising in transition from traditional societies to modern industrial states examined to describe typical patterns of political change.		
<b>CPSC 532</b>	<b>Political Institutions of China</b>	<b>3 Credits</b>
Examination of contemporary politics in the People's Republic of China pre-1949 political history, socialist goals and Chinese society, structure and function of political institutions and organizations.		
<b>CPSC 533</b>	<b>Chinese Foreign Policy</b>	<b>3 Credits</b>
Analysis of Chinese capabilities, intentions and strategies in world affairs since 1949; examination of institutions in foreign policy making and implementation; use of instruments of foreign policy in achieving Chinese goals.		
<b>CPSC 534</b>	<b>Comparative European Government</b>	<b>3 Credits</b>
Cross-national analysis of political institutions and political behavior in Eastern and Western European nations.		
<b>CPSC 535</b>	<b>The Politics of Revolutionary Change</b>	<b>3 Credits</b>
Analysis of ideas which generate fundamental change, leadership and movements which organize change and examination of their successes and/or failures.		
<b>CPSC 536</b>	<b>Comparative Political Parties</b>	<b>3 Credits</b>
Examination of selected party systems, including single and multiparty systems, Marxist and non-Marxist systems, and systems in industrial and nonindustrial states.		
<b>CPSC 537</b>	<b>Government and Politics of the Caribbean</b>	<b>3 Credits</b>
Examination of political processes in Caribbean states with special emphasis on political problems arising in transition from colonial status to independence.		
<b>CPSC 538</b>	<b>Seminar on Asian Politics</b>	<b>3 Credits</b>
Survey of political processes within and interrelationships between major nations of Asia; focus on China, India, and Japan.		
<b>CPSC 539</b>	<b>Third-World Women and Development</b>	<b>3 Credits</b>
History, status and role of Third-World women in development, governmental policies and practices toward women as well as movements and activities of Third-World women examined.		
<b>CPSC 540</b>	<b>The Politics of the Multinational Corporation</b>	<b>3 Credits</b>
Study of impact of MNCs on the international system and national politics and economics, particularly in the Third- World; special emphasis on the issue of development, dependency, sovereignty and control.		

<b>CPSC 541</b>	<b>Politics and Education</b>	<b>3 Credits</b>
Examination of role of education in creation and maintenance of a political culture and role of politics in the creation and philosophy of education structures; the relationship between political education and political participation.		
<b>CPSC 542</b>	<b>Seminar on Comparative Politics</b>	<b>3 Credits</b>
Designed for advanced students concentrating in Comparative Politics; focus on readings and research on selected topics and problems in comparative politics.		
<b>CPSC 543</b>	<b>Political Theory</b>	<b>3 Credits</b>
In-depth analysis of major schools of thought in the field of political theory from the classical period to the present.		
<b>CPSC 548</b>	<b>U.S. Constitutional Law</b>	<b>3 Credits</b>
Study of the law of the United States Constitution through an analysis of federal court cases, Supreme Court cases, and other primary and secondary material.		
<b>CPSC 550</b>	<b>The Judicial Process</b>	<b>3 Credits</b>
Introduction to the function of the judicial process in the U.S. political system with special attention to the politics of the judicial process.		
<b>CPSC 551</b>	<b>The Constitution and Civil Liberties</b>	<b>3 Credits</b>
Study of the judicial protection of rights and liberties under the Bill of Rights and the Thirteenth, Fourteenth and Fifteenth Amendments.		
<b>CPSC 552</b>	<b>Seminar in U.S. Government and Politics</b>	<b>3 Credits</b>
Explores contemporary issues and problems in American government and politics.		
<b>CPSC 553</b>	<b>Blacks and the American Political System</b>	<b>3 Credits</b>
Assessment of the position of blacks in the political system of the United States, with special attention to alternative political strategies for the present political epoch.		
<b>CPSC 554</b>	<b>State and Local Politics</b>	<b>3 Credits</b>
Examination of state and local political institutions; tools of political participation thoroughly analyzed; entrance of blacks into state and local politics assessed.		
<b>CPSC 560</b>	<b>African-American Political Thought</b>	<b>3 Credits</b>
Analysis of categories of black political thought; emphasis on meaning of theory related to black political thinking.		
<b>CPSC 570</b>	<b>International Relations</b>	<b>3 Credits</b>
Analysis of interlocking factors of geography, population, race, nationalism, and economics as fundamental forces in national power; study of diplomatic, ideological, imperialistic and military rivalries in the contest for world power.		
<b>CPSC 571</b>	<b>Japanese Politics and Foreign Policy</b>	<b>3 Credits</b>
Survey of contemporary Japanese politics, government and foreign relations; focus on post-World War II period.		
<b>CPSC 572</b>	<b>International Relations of African States</b>	<b>3 Credits</b>
Examination of relations among African states and their role in Third World and International politics.		
<b>CPSC 573</b>	<b>United States Foreign Policy</b>	<b>3 Credits</b>
Analysis of formation and execution of foreign policy; focus on role of domestic forces and governmental institutions in policy making and contrasting interpretations of U.S. foreign relations.		
<b>CPSC 574</b>	<b>Third World Nations and International Politics</b>	<b>3 Credits</b>
Role of policies, actions and techniques of Third-World nations in the international area analyzed for trends and continuities.		
<b>CPSC 575</b>	<b>European Foreign Policies</b>	<b>3 Credits</b>
Analysis of foreign policies of nations of Eastern and Western Europe with special attention to past and present colonial policies toward Third-World nations.		
<b>CPSC 576</b>	<b>Military Power in International Relations</b>	<b>3 Credits</b>
Military power as a technique to achieve goals in the international arena; special attention to contemporary warfare and wars of liberation.		
<b>CPSC 577</b>	<b>International Organizations</b>	<b>3 Credits</b>

General development of world organizations; principles, structures, methods, and operation of international governmental institutions; special attention to the United Nations and related agencies.		
<b>CPSC 578</b>	<b>Colloquium on International Politics of Asia</b>	<b>3 Credits</b>
Analysis of Asian politics, comparative foreign policies, and international relations; focus on foreign relations of indigenous nations and role played by great powers.		
<b>CPSC 579</b>	<b>Politics of International Trade</b>	<b>3 Credits</b>
Identification and analysis of the political forces which influence commerce among nations; special attention to trade relations between industrial and nonindustrial nations.		
<b>CPSC 590</b>	<b>African Political Institutions</b>	<b>3 Credits</b>
Comparative study of central, regional and local institutions of government and administration in contemporary Africa. <i>Prerequisite:</i> CPSC 591.		
<b>CPSC 591</b>	<b>Government and Politics of Modern Africa</b>	<b>3 Credits</b>
Contemporary government and politics of the states of Africa, providing exposure to African political culture and its historical background, and to political trends and ideologies.		
<b>CPSC 595</b>	<b>Seminar in African Politics</b>	<b>3 Credits</b>
In-depth study of one or more important issues in contemporary African political analysis, with either a one-country focus or a comparative perspective; topics vary from semester to semester. <i>Prerequisites:</i> CPSC 591 and consent of instructor; may be taken twice for academic credit.		
<b>CPSC 596</b>	<b>Politics in Southern Africa</b>	<b>3 Credits</b>
Analysis of the struggle of black people of Southern Africa against imperialism and settler colonialism and for liberation; examination of the South African state's internal and external strategies of apartheid maintenance together with relations of the neighboring black states with the white minority rulers and the liberation movements. <i>Prerequisites:</i> CPSC 591, or consent of instructor.		
<b>CPSC 598</b>	<b>African Political Economy</b>	<b>3 Credits</b>
Analysis of the social basis and the orientation of the politics and administration of economic and social change in postcolonial Africa, with emphasis on the ideologies of socialism and the realities of neocolonialism, dependence, and capitalist development. <i>Prerequisite:</i> CPSC 591.		
<b>CPSC 599</b>	<b>Social Cleavages and Political Conflict in Africa</b>	<b>3 Credits</b>
Sociological analysis of the cleavages in African social structure and their impact on political conflict and change, with particular emphasis on the role of ethno-regional groups and social classes. <i>Prerequisite:</i> CPSC 591.		
<b>CPSC 600</b>	<b>African Political Ideas</b>	<b>3 Credits</b>
Survey course and resource mechanism designed to (1) identify political thinkers on the African continent and research their ideas, and (2) analyze works of major continental political thinkers of the contemporary era.		
<b>CPSC 601</b>	<b>Philosophy of Science</b>	<b>3 Credits</b>
Problems involved in scientific study of political society; epistemological consideration of "approaches" to the study of politics, and consideration of outstanding problems confronted by political scientists in their efforts to explain and predict.		
<b>CPSC 602</b>	<b>Scope and Method of Political Inquiry</b>	<b>3 Credits</b>
Study of concepts and methods of social science, especially of political science; philosophy of science; presuppositions, aims and history of procedures and methods; research techniques, sources, bibliography and presentation and publication of investigative results; required of all majors.		
<b>CPSC 603</b>	<b>European Political Philosophy</b>	<b>3 Credits</b>
Survey of major ideologies of liberalism, socialism, conservatism that have developed in European political thinking in the modern era, with emphasis on the relationship of these ideas to European writings on colonialism and imperialism.		
<b>CPSC 605</b>	<b>Seminar in Political Theory</b>	<b>3 Credits</b>
Problems of black political theory that have developed since the end of the civil rights era; evaluation of new concepts in black political theory and links between these concepts and historical problems considered in African American political theory.		
<b>CPSC 606</b>	<b>Feminist Theory</b>	<b>3 Credits</b>
Examines and analyzes various theoretical, strategic and political positions which characterize the literature and study of women, related issues; special emphasis on study of black feminist theory.		
<b>CPSC 608</b>	<b>Problems in Political Science Research</b>	<b>3 Credits</b>

Intensive examination of problems of conceptualization, design and experimentation in political science research.		
<b>CPSC 609</b>	<b>American Political Thought</b>	<b>3 Credits</b>
Survey of ideas, personalities and relevant ideologies that have evolved out of American political culture and practice.		
<b>CPSC 640</b>	<b>Independent Research</b>	<b>3 Credits</b>
Designed to give students opportunity for advanced research in such fields and on such topics as may be agreed upon between the individual and the instructor. Students are permitted to take only one (1) Independent Research.		
<b>CPSC 701</b>	<b>Thesis Consultation</b>	<b>1 Credit</b>
<b>CPSC 705</b>	<b>Thesis Research</b>	<b>6 Credits</b>
Credits awarded upon completed thesis.		
<b>CPSC 801</b>	<b>Dissertation Consultation</b>	<b>1 Credit</b>
<b>CPSC 805</b>	<b>Dissertation Research</b>	<b>12 Credits</b>
Credits awarded upon completed dissertation.		
<b>CSB 5210</b>	<b>Marketing Management</b>	<b>3 Credits</b>
From the perspective of the marketing manager, texts, readings, actual cases, and marketing-plan developments used by the student to approach problems of planning and competitive analysis, policies and strategies, decision making, and social responsibility in marketing. Producing an actual marketing plan.		
<b>CSB 5410</b>	<b>Financial Management</b>	<b>3 Credits</b>
Provides broad exposure to financial issues useful to general management in an increasingly global multidisciplinary environment; enables students to develop useful approaches in analyzing risks and financial returns in a variety of business situations, and the process of reaching the optimum decision from their analysis. Topics include financial forecasting, working capital management, valuation, short-term financing, capital structure planning, and capital investment decisions. <i>Prerequisite:</i> CSB 6600.		
<b>CSB 5510</b>	<b>Introduction to Information Systems</b>	<b>3 Credits</b>
Overview of information processing techniques and equipment and their impact on the organization; exposes software consideration and provides opportunity for learning a programming language.		
<b>CSB 5512</b>	<b>Global Economics</b>	<b>3 Credits</b>
Focuses on aggregative economics, magnitudes of output, employment, investment, savings and money supply aspects of the economy.		
<b>CSB 5513</b>	<b>Managerial Economics</b>	<b>3 Credits</b>
Focuses on the decision processes of consumers and firms and examines their interaction in the marketplace.		
<b>CSB 5606</b>	<b>Advanced Auditing</b>	<b>3 Credits</b>
Utilization of analytical procedures to understand a client's business; identify unusual trends, relationships, and variations in financial statements; evaluate the reasonableness of the numbers in financial statements; identify potential risks associated with the audit; and plan the nature, timing, and extent of audit procedures. Students utilize available research materials, databases, personal auditing experience, and practitioner sources to address relevant issues. Emphasis is on analysis, teamwork, writing, and presentation skills. <i>Prerequisite:</i> CSB 6615 with a minimum final grade of "C".		
<b>CSB 5690</b>	<b>Fund Accounting</b>	<b>3 Credits</b>
A one-semester course introducing basic concepts and techniques of fund accounting with reporting and management problems of not-for-profit organizations and governmental bodies. This course is not open to undergraduates majoring in Accounting who have not been accepted to the Dual-Degree Program in Accounting. <i>Prerequisites:</i> CSB 6600 and CSB 6610 with minimum final grades of "C".		
<b>CSB 5709</b>	<b>Managerial Communications</b>	<b>3 Credits</b>
Designed to increase knowledge of verbal, nonverbal and written communications that take place in an organization; grammar applications; effective letter writing, memoranda construction; preparation of executive summaries and proposals; individual and group oral presentations; and related office cases and exercises are emphasized. <i>Prerequisite:</i> Completion of first year's core courses.		
<b>CSB 5710</b>	<b>Organizational Behavior</b>	<b>3 Credits</b>
Emphasis on developing understanding and knowledge of organizational behavior and human performance in the organization setting.		
<b>CSB 5711</b>	<b>Management of Organizations</b>	<b>3 Credits</b>

Fosters student's ability to analyze, understand, and design organizational systems; focus on organizational design as a managerial tool for influencing individual behavior; special attention on structure, the selection process, performance, appraisal, control systems, and reward practices as means for affecting human behavior in organizations. <b>Prerequisite:</b> CSB 5710.		
<b>CSB 5712</b>	<b>Legal, Social and Ethical Aspects of Business</b>	<b>3 Credits</b>
Study of basic legal concepts and procedures as well as basic principles pertaining to fundamental business transactions; cases used to identify the effect of laws on business policy decisions; social and ethical aspects of business are also described.		
<b>CSB 6200</b>	<b>Marketing Strategy</b>	<b>3 Credits</b>
Case and literature studies employed to provide the basis for the understanding of marketing strategy, its implementation, and control functions. Preparation of a marketing plan is required; emphasis is on the application of controllable variables in marketing (required for marketing concentration). <b>Prerequisite:</b> CSB 5210.		
<b>CSB 6210</b>	<b>Marketing Research and Information Systems</b>	<b>3 Credits</b>
Behavioral sciences provide framework for understanding descriptive and analytical marketing research procedures. Basic orientation to use of statistical techniques and structure and uses of marketing information systems by business and industry included. <b>Prerequisite:</b> CSB 5210. Experience writing research paper using SPSS to analyze database.		
<b>CSB 6211</b>	<b>Distributive Systems in Marketing</b>	<b>3 Credits</b>
Examines the evolution, development, and dynamics of strategic distribution channel utilization and competition; logistical methods from product to consumer are included. <b>Prerequisite:</b> CSB 5210.		
<b>CSB 6212</b>	<b>Advertising and Promotion Management</b>	<b>3 Credits</b>
Focus on building, in a global setting, advertising campaigns that reflect integration of advertising management philosophy and current industry trends. Development and execution of a comprehensive advertising campaign reflecting a comprehensive plan of personnel organization, creativity, media, research, budget; coordination is required. <b>Prerequisite:</b> CSB 5210.		
<b>CSB 6213</b>	<b>Consumer Behavior</b>	<b>3 Credits</b>
Treatment of consumer buying behavior as a decision-making process involving perceptions, attitudes and behavioral characteristics; by understanding the buyer's environment, shows how marketing effort may influence and alter purchase behavior. <b>Prerequisite:</b> CSB 5210.		
<b>CSB 6214</b>	<b>Industrial Marketing</b>	<b>3 Credits</b>
Study of activities specifically related to industrial and commercial goods and services, which supply a derived-demand market from a managerial perspective; forecasting, planning and strategy are included. Digitization, ethical, and environmental emphases. <b>Prerequisite:</b> CSB 5210.		
<b>CSB 6215</b>	<b>International Marketing</b>	<b>3 Credits</b>
From the standpoint of international managers, texts, cases, and research papers used to present the international process of planning and executing marketing programs worldwide. International trade theories are critically examined. Digitization, ethical, and environmental emphases. <b>Prerequisite:</b> CSB 5210.		
<b>CSB 6216</b>	<b>Dynamic Cases in Marketing</b>	<b>3 Credits</b>
Seminar employing current complex cases for analysis and integration of the various marketing functions. <b>Prerequisite:</b> CSB 5210.		
<b>CSB 6217</b>	<b>Sales Management</b>	<b>3 Credits</b>
Covers recruiting, training, motivating, compensating and evaluating sales personnel; it reflects target marketing to territorial allocations, control functions, setting of personal sales targets, and feedback process. <b>Prerequisite:</b> CSB 5210.		
<b>CSB 6218</b>	<b>Brand and Product Management</b>	<b>3 Credits</b>
Study of management of existing products and development of new ones; considers new product strategy, concept generation and screening, launch and post-launch controls, and abandonment. <b>Prerequisite:</b> CSB 5210.		
<b>CSB 6219</b>	<b>International Business</b>	<b>2 Credits</b>
Survey course concerned with study of global business environments as they affect the competitive advantage of international companies. Students are exposed to the diversity and complexity of international business relations. The emphasis will be on providing tools necessary to evaluate and take advantage of international business opportunities—digitization, ethical, and environmental emphases.		
<b>CSB 6364</b>	<b>Strategic Sourcing</b>	<b>3 Credits</b>
This course addresses the strategic and operational role of the purchasing and supply management functions in the modern organization. The aim of this course is to get students acquainted with the fundamental concepts, models and instruments in areas such as strategic cost management, contract management, and total cost of ownership and negotiating. <b>Prerequisite:</b> CSB 6512		

<b>CSB 6365</b>	<b>Logistics Management</b>	<b>3 Credits</b>
This course provides an overview of key logistics processes, concepts, and methodologies. Emphasis is given the analysis of logistics cost, and service trade-offs among inventory, transportation, and warehousing activities, the use of third-party logistics providers, and the methods of measuring the value of logistics performance.		
<b>CSB 6366</b>	<b>Process Principles and Tools</b>	<b>3 Credits</b>
This course teaches process management principles (i.e. Six-Sigma) as an organizational quality system and a set of statistical tools that have helped the world's leading companies save millions of dollars and improve customer satisfaction.		
<b>CSB 6367</b>	<b>Modeling and Optimizing Supply Chain Processes</b>	<b>3 Credits</b>
This course is designed to provide students with a variety of quantitative tools and techniques useful in modeling, evaluating and optimizing operation processes. Students are oriented toward the creation and use of spreadsheet models to support decision-making in industry and business.		
<b>CSB 6411</b>	<b>International Financial Management</b>	<b>3 Credits</b>
Introduces the process of financial management in the international context; extends analysis of the financial management course to include effect of international forces on foreign investment and cash flows and develops strategies which the financial manager can use for effective management. Topics include study of international capital markets, Country Risk Analysis, Foreign exchange market, derivative instruments and risk management, financing international trade and capital budgeting in an international context. <i>Prerequisite:</i> CSB 5410.		
<b>CSB 6413</b>	<b>Capital Markets and Investment Banking</b>	<b>3 Credits</b>
Examines role of investment banking firms in the capital acquisition process, from the points of view of security issuing firms and institutional and individual investors active in capital markets. Topics include the security issuance by both corporate and not-for-profit organizations, and the role of the investment bank in corporate restructuring and corporate control contests. <i>Prerequisite:</i> CSB 5410.		
<b>CSB 6414</b>	<b>Management of Financial Institutions</b>	<b>3 Credits</b>
Examines the role of financial institutions in the financial system; with special emphasis on depository financial institutions. Study of the different types of financial institutions that include Investment Banks, Insurance companies, Pension Funds, Commercial Banks and Savings and Loans. Analysis and discussion of the changing regulatory environment, the performance of financial institutions in this environment, asset-allocation decisions, asset-liability management, international operations and the international financial system, asset securitization and other contemporary topics in financial services. Teaching methods include lectures, cases and problem solving. <i>Prerequisite:</i> CSB 5410.		
<b>CSB 6415</b>	<b>Real Estate Finance</b>	<b>3 Credits</b>
Focuses on techniques of analyzing and financing real estate investments. Topics include sources of funds, financing instruments, role of various financial institutions and the regulatory environment. Students with a concerning Finance may take only one real estate course to satisfy the Finance concentration requirement. Any other real estate course will be counted as a general MBA elective. <i>Prerequisite:</i> CSB 5410		
<b>CSB 6416</b>	<b>Corporate Finance (Formerly Management of Financial Resources)</b>	<b>3 Credits</b>
Examines the long-term asset selection and allocation policies of corporations. Coverage includes advanced topics in capital budgeting, leasing, valuation of corporate assets, applications of options in Corporate Finance and interaction of investment and financing decisions. Teaching methods include case analysis, lectures and a term project. Computer usage required. This is a required course for all MBA students with a concentration in Finance. <i>Prerequisite:</i> CSB 5410.		
<b>CSB 6417</b>	<b>Security Analysis and Portfolio Management</b>	<b>3 Credits</b>
Development and implementation of evaluative techniques of security analysis and portfolio management utilizing case analysis, lectures and problem solving. Securities analyzed include stocks, bonds, convertibles, asset-backed bonds, options and mutual funds. Examines risk and return characteristics in a portfolio management context. Emphasis on performance measurement, equilibrium pricing and valuation models, anomalies and other strategies. Teaching methods include case analysis and discussion. <i>Prerequisite:</i> CSB 5410.		
<b>CSB 6419</b>	<b>Commercial Lending</b>	<b>3 Credits</b>
Focuses on development of skills necessary in designing loan contracts and other issues in credit analysis. Topics include loan pricing, syndication, private placements, project finance and loan workout situations. Lending to a variety of industries and businesses will be examined. <i>Prerequisite:</i> CSB 5410.		
<b>CSB 6420</b>	<b>Real Estate Investments</b>	<b>3 Credits</b>
Advanced treatment of materials in SB 6415; looks at theory and practice of equity investments in real estate assets, with emphasis on commercial properties. Topics include impact of leverage, taxes, securities regulation, REITS, joint ventures and public underwriting of real estate investments. Students with a concentration in Finance may take only one real estate		



course to satisfy the Finance concentration requirement. Any other real estate course will be counted as a general MBA elective. <b>Prerequisite:</b> CSB 5410.		
<b>CSB 6476</b>	<b>Strategic Supply Chain Practicum</b>	<b>3 credits</b>
The course provides an integrated, comprehensive perspective of supply chain management concepts and principles of managing organizational changes imposed by organizational transformations. Course consists of a team-based project company's supply chain management issues. <b>Prerequisites:</b> CSB 6364, CSB 6365.		
<b>CSB 6510</b>	<b>Data Analytics</b>	<b>3 Credits</b>
Studies use and application of descriptive statistics, probability, statistical inference, analysis of variance, simple regression, multiple regression and design of experiments.		
<b>CSB 6512</b>	<b>Operations and Supply Management</b>	<b>3 Credits</b>
Develops ability to recognize, analyze, and solve typical problems of production and operations in manufacturing and service sectors. Topics include forecasting, TQM, JIT, allocation of scarce resources, strategic capacity planning, facility location, facility layout, CPM, PERT, inventory control for independent demand, MRP, and supply chain management. <b>Prerequisite:</b> CSB 6510.		
<b>CSB 6515</b>	<b>Systems Analysis and Design</b>	<b>3 Credits</b>
The design and specification of computer-based management information systems; analysis of various systems evaluation techniques, examination of existing systems, new or modified designs, comparisons of software features and problems of computer security; emphasis on management usage of systems, including examination of overall organizational impact of system installation. <b>Prerequisite:</b> CSB 5510.		
<b>CSB 6517</b>	<b>Computer Applications in Decision Sciences</b>	<b>3 Credits</b>
Designed to introduce the students to theories and applications on optimization and simulation as tools for solving business problems, using software packages which are widely used in industry. <b>Prerequisite:</b> CSB 6510.		
<b>CSB 6519</b>	<b>Database Management</b>	<b>3 Credits</b>
Examines the basic features of data management, systems; definition and overview, design considerations, data description and data manipulation, physical storage of a database, security and query languages. <b>Prerequisite:</b> CSB 5510.		
<b>CSB 6523</b>	<b>Business Forecasting Methods</b>	<b>3 Credits</b>
Develops a conceptual framework of business forecasting methods. Students have hands-on experience with applications of a range of forecasting techniques to real-world business problems, using software packages.		
<b>CSB 6600</b>	<b>Financial Accounting</b>	<b>3 Credits</b>
A one-semester course involving intensive study of financial accounting principles and concepts to provide quantitative information, primarily financial in nature, about economic entities useful in making business decisions.		
<b>CSB 6601</b>	<b>Financial Reporting I</b>	<b>2 Credits</b>
<b>Financial Reporting I</b> teaches in depth the basics of financial accounting. Students focus on learning the critical "mechanics" of financial accounting — the methods that accountants use to translate events and transactions into balance sheets, income statements and statements of cash flow for use by the entity's external stakeholders.		
<b>CSB 6602</b>	<b>Financial Reporting II</b>	<b>2 Credits</b>
<b>Financial Reporting II</b> is a continuation of Financial Reporting I. The course teaches in depth advanced topics of financial accounting. Topics such as accounting for pensions, foreign currency translations, and accounting for deferred income taxes are included.		
<b>CSB 6603</b>	<b>Seminar in Financial Reporting I</b>	<b>3.0 Credits</b>
<b>Financial Reporting I</b> examines the environmental factors that affect accounting standard-setting and decision-making, and the mechanics of accounting for events and transactions that have an economic effect on the firm.		
<b>CSB 6604</b>	<b>Seminar in Financial Reporting II</b>	<b>3.0 Credits</b>
<b>Financial Reporting II</b> is a continuation of Financial Reporting I and further examines the theoretical foundations of financial reporting and accounting standard setting. Course participants will gain an understanding of full-disclosure requirements for reporting to external stakeholders in accordance with generally accepted accounting principles.		
<b>CSB 6612</b>	<b>Introduction to Management Accounting</b>	<b>1.5 Credit</b>



<b>Introduction to Management Accounting</b> introduces management accounting techniques and practices. The focus is on the managerial uses of accounting information, particularly cost information. Topics include cost accounting systems, budgeting, responsibility accounting and decision-making.		
<b>CSB 6610</b>	<b>Managerial Accounting</b>	<b>3 Credits</b>
A one-semester course involving intensive study of management accounting principles and concepts to provide information, primarily financial in nature, about economic entities useful in making business decisions. <b>Prerequisite:</b> CSB 6600, Financial Accounting with a minimum final grade of "C."		
<b>CSB 6618</b>	<b>International Accounting</b>	<b>3 Credits</b>
Identifies the primary issues in the area of global financial reporting with a focus on multinational business risks and accounting implications, regulation of accounting and attestation in different countries, and reporting financial performance in a global context. The class considers how international reporting requirements help or hinder access to capital markets and examines the current state of convergence toward global reporting standards <b>Prerequisites:</b> CSB 6600 and CSB 6610 with minimum final grades of "C".		
<b>CSB 6620</b>	<b>Cost Management Systems</b>	<b>3 Credits</b>
Focuses on the analysis and reporting of resources costs and resource consumption explicitly directed at strategic management. The key elements to be studied are cost structure, value chain analysis, strategic cost management, and cost driver analysis in support of strategic and operational decisions. <b>Prerequisites:</b> CSB 6600 and CSB 6610 with minimum final grades of "C".		
<b>CSB 6621</b>	<b>Current Accounting Theory and Practice</b>	<b>3 Credits</b>
Examines the financial reporting problems that arise from mergers and acquisitions and from complex, multinational entities. The focus includes fair value accounting for business acquisitions, consolidation of financial statements, and cross-currency translation of financial statement. Class time will include lecture, discussion, and problem-solving. <b>Prerequisite:</b> CSB 6600 and CSB 6610 with minimum final grades of "C".		
<b>CSB 6623</b>	<b>Advanced Accounting Information Systems</b>	<b>3 Credits</b>
Study of accounting system data security, fiduciary and reliability risks and mitigating internal controls. Emphasis is on the revenue and expense cycles and computer assisted audit techniques. <b>Prerequisite:</b> CSB 6600 and CSB 6610 with minimum final grades of "C".		
<b>CSB 6624</b>	<b>Seminar in Accounting Information and Control Systems</b>	<b>1.5 Credits</b>
Accounting Information and Control Systems provides students with the knowledge of design and operation of computerized accounting systems including Enterprise Resource Planning (ERP) Systems such as SAP. The focus of this course includes the integration of accounting information system applications along with data analytics to produce relevant and reliable management reports.		
<b>CSB 6628</b>	<b>Forensic Accounting</b>	<b>3 Credits</b>
Overview of fraud prevention and detection techniques, and an in-depth discussion of how to assist an audit committee and legal counsel with fraud investigations. Topics include investigating theft and concealment, conversion investigation methods, inquiry methods, and fraud reports.		
<b>CSB 6630</b>	<b>Introduction to Business Taxation</b>	<b>1.5 Credits</b>
<b>Introduction to Business Taxation</b> covers the major tax issues inherent in business taxation, including measurement of income, cost recovery deductions, property dispositions, nontaxable exchanges and forms of organization.		
<b>CSB 6631</b>	<b>Seminar in Accounting and Taxation Research I</b>	<b>3.0 Credits</b>
<b>Seminar in Accounting and Taxation Research I</b> analyzes tax laws with respect to corporate formation, shareholder distributions, liquidations, divestitures, mergers and acquisitions.		
<b>CSB 6632</b>	<b>Seminar in Accounting and Taxation Research II</b>	<b>3.0 Credits</b>
<b>Seminar in Accounting and Taxation Research II</b> provides thorough coverage of advanced topics in tax accounting, including but not limited to state and local taxation, multinational income taxation, tax policy, tax practice and administration, advanced topics in the taxation of C corporations, advanced topics in the taxation of flow-through entities, estates, gifts and trusts, taxation of tax-exempt entities, and financial accounting for income taxes.		
<b>CSB 6640</b>	<b>Seminar in Auditing and Assurance Services I</b>	<b>3.0 Credits</b>
<b>Seminar in Auditing and Assurance Services I</b> offers a foundation in the external audit function and stresses the role and value of auditing in business. Students consider the effect of environmental factors and standards on auditors' judgments of client acceptance, risk assessment, planning, evidence gathering and reporting.		
<b>CSB 6650</b>	<b>Seminar in Not-for-Profit Accounting</b>	<b>1.5 Credits</b>
<b>Seminar in Not-for-Profit Accounting</b> introduces basic concepts and techniques of fund accounting with reporting and management problems of not-for-profit organizations and governmental bodies.		
<b>CSB 6660</b>	<b>Seminar in Business Analysis and Valuation I</b>	<b>1.5 Credits</b>

<b>Seminar in Business Analysis and Valuation I</b> is the capstone course of the Financial Accounting sequence. It provides an applied perspective on analyzing firms' financial statements using lectures and case studies. Key topics include earnings management, profitability analysis, credit analysis, predicting financial distress, pro-forma business modeling and industry analysis.		
<b>CSB 6661</b>	<b>Seminar in Business Analysis and Valuation II</b>	<b>1.5 Credits</b>
<b>Seminar in Business Analysis and Valuation II</b> is the second part of the 2-part seminar on Business Analysis and Valuation. The emphasis in this second part is on different valuation methods used in valuing Business enterprises with particular focus on valuing the private (non-publicly traded firms). The materials in this seminar will also provide significant coverage of the materials required for the Certified Business Valuation Analyst examination. A culminating, experiential learning exercise is the completion of a valuation project by each student.		
<b>CSB 6670</b>	<b>Seminar in Law and Regulation</b>	<b>1.5 Credits</b>
<b>Seminar in Law and Regulation</b> includes a study of basic legal concepts and procedures as well as basic principles pertaining to fundamental business transactions; cases are used to identify the effect of laws on business policy decisions; social and ethical aspects of business are also described. Students are introduced to the role of the court systems in business and the concepts of contract and agency. Students are also introduced to the social and ethical aspects of business. The course also examines partnerships, corporations, commercial paper, secured transaction sales, consumer credit, bankruptcy, and modern legislation regulating business.		
<b>CSB 6680</b>	<b>Forensic and Investigative Accounting</b>	<b>3 Credits</b>
Overview of fraud prevention and detection techniques, and an in-depth discussion of how to assist an audit committee and legal counsel with fraud investigations. Topics include investigating theft and concealment, conversion investigation methods, inquiry methods, and fraud reports.		
<b>CSB 6690</b>	<b>Ethics and Corporate Governance</b>	<b>1.5 Credits</b>
<b>Ethics and Corporate Governance</b> address ethical theories coupled with critical thinking approaches to analyzing ethical issues. These courses help students understand when they confront ethical issues and provide a mechanism for helping students think their way through to making ethical decisions. These courses provide a useful way to identify and understand the values they bring to bear in making important decisions with ethical components. In addition, students will develop critical managerial and leadership skills in the areas of communication, persuasion and influence, team leadership and decision-making. Students also will participate in a management simulation created specifically for accounting professionals and receive feedback on their performance from industry executives.		
<b>CSB 6700</b>	<b>Entrepreneurship</b>	<b>3 Credits</b>
Students are introduced to elements of successful entrepreneurship, opportunity identification and assessment, economic development potential of small business, alternative forms of work arrangements in the new economy balancing an entrepreneurial lifestyle, determining what success means to each student, goal setting and visioning. Students will learn key entrepreneurial concepts through lecture material, experiential learning, videos and interaction with successful entrepreneurs.		
<b>CSB 6710</b>	<b>Strategic Management</b>	<b>3 Credits</b>
Development of students' ability to integrate their knowledge of various functional fields of business; it approaches the field of policy-making and administration from a top-management point of view. <b>Prerequisite:</b> Completion of first year's core courses.		
<b>CSB 6711</b>	<b>Research and Reports</b>	<b>3 Credits</b>
Designed to increase knowledge of analyzing business problems and preparing and reporting solutions to them through formal and informal reports and oral representations. Identifies business research problems; reviewing the literature; collecting data; investigating and analyzing practical cases in business and industry applying proper statistical treatment to data; writing reports; and making for presentations.		
<b>CSB 6712</b>	<b>Industrial and Labor Relations</b>	<b>3 Credits</b>
Study of the history and development of organized labor, collective bargaining, and government's role in management-labor relations; consideration of the interaction of management and labor in relation to the bargaining process.		
<b>CSB 6715</b>	<b>Theories of Organizations</b>	<b>3 Credits</b>
Covers major theories relevant to the structures and functions of organizations and the behavior of individuals and groups within them. <b>Prerequisite:</b> CSB 5710.		
<b>CSB 6718</b>	<b>Personnel Management</b>	<b>3 Credits</b>
Aids students in understanding current theories and emerging practices in developing a sound personnel program in today's organizations. <b>Prerequisite:</b> CSB 5710.		

<b>CSB 6720</b>	<b>Entrepreneurial Thinking</b>	<b>3 Credits</b>
Focuses on all aspects of starting a business: selecting promising ideas, initiating new ventures and obtaining initial financing. Concentrates on how ventures are begun, how venture ideas and other key ingredients for start-ups are derived, and how to evaluate new venture proposals. Explores business plan development.		
<b>CSB 6721</b>	<b>Sports and Entertainment Marketing</b>	<b>3 Credits</b>
This course is designed for students interested in application of marketing principles to sports, entertainment, and event marketing. Emphasis is placed on the following principles as they apply to the industry: branding, licensing, and naming rights; business foundations; concessions and on site merchandising; economic foundations; promotion; safety and security; and human relations.		
<b>CSB 6722</b>	<b>Legal, Social and Ethical Issues in the S&amp;E Industry</b>	<b>3 Credits</b>
An examination of the sports and entertainment industry requires delving into the law of contracts, labor, anti-trust, intellectual property, torts, Internet and the U.S. Constitution. Our analysis begins by studying college sports, amateur sports, Olympic sports, and Title IX's impact on athletic opportunities for women. A significant amount of the classroom material is devoted to surveying the major professional team sports including looking at collective bargaining agreements, labor discord, privacy, salaries, drug testing and freedom of movement from team to team. The economic aspects of both professional sports and movie industry are explored. This includes looking at team franchise movement in professional sports and financing, producing, and distributing movies and TV. The role of the Screen Actors Guild is reviewed at length. Agency law is also examined in the context of the relationships involving agents (and/or managers) who represent celebrities and athletes.		
<b>CSB 6723</b>	<b>Managing and Operating in the Sports and Entertainment Industry</b>	<b>3 Credits</b>
This course offers an overview of the sport business and entertainment industry and examines the principles and applications of sport business and entertainment management in professional, collegiate, and Olympic sports. Issues such as talent identification, hiring and firing, and cultural, social and community issues are explored.		
<b>CSB 6724</b>	<b>Entrepreneurial Thinking</b>	<b>3 Credits</b>
This course provides the student with an understanding of how to identify new ventures, evaluate the viability of the new venture, develop a Business Plan, determine which skills are necessary for success and building the appropriate team, and understand the developer's personal entrepreneurial capacity.		
<b>CSB 6725</b>	<b>Financing Entrepreneurial Ventures</b>	<b>3 Credits</b>
Students will learn that the most difficult part of launching a new enterprise is financing. Various financing options will be discussed and explored. Special emphasis will be placed on nontraditional and emerging financing techniques emerging on the internet.		
<b>CSB 6726</b>	<b>Marketing the Entrepreneurial Venture</b>	<b>3 Credits</b>
Students will explore the various options available to market their venture. Emphasis will be placed on the use of low-cost and not cost strategies and tactics. Use of technology and social media will be reinforced and evaluated.		
<b>CSB 6727</b>	<b>Entrepreneurial Practicum</b>	<b>3 Credits</b>
This course seeks to immerse the student in real life experiences of an entrepreneur. Each student will be expected to spend 6-8 weeks interning in a small business in order to better hone their understanding of being an entrepreneur and the challenges that each faces. Afterwards, the student will utilize the knowledge learned to complete his/her Business Plan.		
<b>CSB 7200</b>	<b>Special Problems in Marketing</b>	<b>3 Credits</b>
Independent-study course requiring pragmatic research. <i>Prerequisite:</i> Approval of the instructor.		
<b>CSB 7400</b>	<b>Special Problems in Finance</b>	<b>3 Credits</b>
This special topics course provides an opportunity for an in-depth study of selected contemporary topics in finance, outside of the regular finance curriculum. The course can be repeated for course credit for different topics. <i>Prerequisite:</i> CSB 5410 or approval of the instructor.		
<b>CSB 7500</b>	<b>Special Problems in Decision Sciences</b>	<b>3 Credits</b>
<i>Prerequisite:</i> Approval of the instructor.		
<b>CSB 7501</b>	<b>Advanced Topics in Supply Management</b>	<b>3 credits</b>
This course provides in-depth treatment of one or more advanced area of supply management. The topics will vary with each offering. <i>Prerequisites:</i> CSB 6364, CSB 6365.		
<b>CSB 7502</b>	<b>Advanced Topics in Transportation and Logistics Management</b>	<b>3 Credits</b>
This course provides in-depth treatment of one or more advanced areas of transportation. The topics will vary with each offering. <i>Prerequisites:</i> CSB 6364, CSB 6365.		

<b>CSB 7600</b>	<b>Special Problems in Accounting</b>	<b>3 Credits</b>
A one-semester course including discussions of selected issues in Accounting. <i>Prerequisites:</i> CSB 6600 and CSB 6610 with minimum grades of "C" and approval of the instructor.		
<b>CSB 8210</b>	<b>Marketing Management</b>	<b>1.7 Credits</b>
From the perspective of the marketing manager, texts, readings, actual cases, and marketing-plan developments used by the student to approach problems of planning and competitive analysis, policies and strategies, decision-making, and social responsibility in marketing producing an actual marketing plan.		
<b>CSB 8212</b>	<b>Advertising and Promotion Management</b>	<b>1.7 Credits</b>
Focuses on building advertising campaigns that in a global setting reflect integration of advertising management philosophy and current industry trends. Development and execution of a comprehensive advertising campaign reflecting a comprehensive plan of personnel organization, creativity, media, research, budget, and coordination is required.		
<b>CSB 8230</b>	<b>Consumer Behavior</b>	<b>1.7 Credits</b>
Treatment of consumer buying behavior as a decision-making process involving perceptions, attitudes and behavioral characteristics; by understanding the buyer's environment, shows how marketing effort may influence and alter purchase behavior.		
<b>CSB 8240</b>	<b>Marketing Research and Information Systems</b>	<b>1.7 Credits</b>
Behavioral sciences provide framework for understanding descriptive and analytical marketing research procedures. Basic orientation to use of statistical techniques and structure and uses of marketing information systems by business and industry included.		
<b>CSB 8251</b>	<b>Brand and Product Management</b>	<b>1.7 Credits</b>
Study of management of existing products and development of new ones; considers new product strategy, concept generation and screening, launch and post-launch controls, and abandonment.		
<b>CSB 8252</b>	<b>Marketing Strategy</b>	<b>1.7 Credits</b>
Case and literature studies employed to provide the basis for the understanding of marketing strategy, its implementation, and control functions. Preparation of a marketing plan is required; emphasis is on the application of controllable variables in marketing. <i>Prerequisite:</i> CSB 8510.		
<b>CSB 8261</b>	<b>Global Marketing</b>	<b>1.7 Credits</b>
From the standpoint of international managers, texts, cases, and research papers used to present the international process of planning and executing marketing programs worldwide. International trade theories are critically examined. Digitization, ethical, and environmental emphases.		
<b>CSB 8262</b>	<b>Sales Strategy</b>	<b>1.7 Credits</b>
Covers recruiting, training, motivating, compensating and evaluating sales personnel; it reflects target marketing to territorial allocations, control functions, setting of personal sales targets, and feedback process.		
<b>CSB 8420</b>	<b>Financial Management I</b>	<b>1.7 Credits</b>
This course is the first of a two-part required (core) Financial Management course for the MBAWP program. Consequently, the course is designed to provide all MBA students (regardless of intended concentration) the basic finance skills required for them to function effectively as general managers in an increasingly global, multidisciplinary environment. The course introduces students to the different areas of corporate finance and in particular those topics that are essential and indispensable to all business students. The treatment of all areas is based on ensuring that students have a conceptual understanding of the theory and the application of these concepts to realistic situations for the purpose of decision-making in the major areas of business. This first part covers the following topics: financial statement analysis, financial forecasting and working capital management.		
<b>CSB 8440</b>	<b>Financial Markets</b>	<b>1.7 Credits</b>
This course primarily prepares students for an understanding of the financial markets, instruments and institutions that exist around the world. The course provides an in-depth study of money and capital markets and the management of financial institutions. Topics include an introduction to the various types of financial assets, financial markets and financial Institutions; regulation of the financial markets; financial innovations: derivative markets: futures, options and swaps; and interest rate determination. This MBAWP elective course requires that enrolled students have completed the First-Year Accounting course and Financial Management course with passing grades, in addition to all first year MBAWP core courses.		
<b>CSB 8451</b>	<b>Corporate Finance I</b>	<b>1.7 Credits</b>
This course is the first part of a two-module series on corporate finance. The objective is to study the major decision-making areas of corporate finance. Emphasis will be placed on the long-term asset selection policies of non-financial corporations		

under conditions of certainty and uncertainty. The first module focuses on advanced topics and applications in cost of capital, capital expenditure analysis, leasing, and valuation analysis.		
<b>CSB 8452</b>	<b>Portfolio Management</b>	<b>1.7 Credits</b>
Development and implementation of evaluative techniques of security analysis and portfolio management utilizing case analysis. Securities analyzed include stocks, bonds, convertibles, asset-backed bonds, derivative securities and mutual funds. Examines risk and return characteristics in a portfolio management context. Emphasis on equilibrium pricing models, performance measurement, valuation models, and investment strategies. Teaching methods include case analysis and discussion.		
<b>CSB 8461</b>	<b>Corporate Finance II</b>	<b>1.7 Credits</b>
This course is the second part of a two-module series on corporate finance. The objective is to study the major decision-making areas of corporate finance. Emphasis will be placed on the long-term asset selection policies of nonfinancial corporations under conditions of certainty and uncertainty. The second module topics include applications of options in corporate finance, corporate restructuring, capital structure, long-term financing tactics and methods of cash distributions. This second module requires a comprehensive valuation project.		
<b>CSB 8462</b>	<b>Financial Strategy and Policy</b>	<b>1.7 Credits</b>
This course is an advanced, though brief, treatment of corporate financial strategy and policy. This course is an integral part of the Finance curriculum in the MBA for Working Professionals; it is the final module in a sequence of finance electives. In that respect, it is the capstone course in Finance. The objective of this course is to integrate the knowledge and skills from the different sub-disciplines of finance (investments, corporate, markets and banking) in the context of financial policy and strategy in financial and nonfinancial corporations. Topics include corporate restructuring and the formulation and implementation of corporate financial strategy. The case method is used throughout this module. A term project is required. <b>Prerequisite:</b> Financial Management 1 and 2, Corporate Finance- Module 1 and 2.		
<b>CSB 8463</b>	<b>Competitive Economics</b>	<b>1.3 Credits</b>
This is a course in competitive economics – a combination of economics and strategy. The course provides a basic understanding of the concepts, language and analytical tools in order to enhance decision-making in business in a competitive global environment. We will focus on decisions that firms should make and the factors that constrain and determine these choices. The course develops the tools of microeconomic analysis using the concepts of business policy, industrial organization, organizational behavior, strategic management, marketing, accounting and finance to achieve the goals set by the management in a macroeconomic environment.		
<b>CSB 8465</b>	<b>Global Business and Finance</b>	<b>1.3 Credits</b>
This course covers the financial systems and processes used by multinational corporations, international companies and all businesses engaged in cross-border trading, and foreign business activities, including foreign units engaged in manufacturing. The course investigates and analyzes global transactions and the flow of funds from global commerce. In addition, students learn the use of hedging strategies to minimize the risks associated with global business operations.		
<b>CSB 8610</b>	<b>Managerial Accounting I</b>	<b>1.7 Credits</b>
A one-semester course involving intensive study of financial accounting principles and concepts to provide quantitative information, primarily financial in nature, about economic entities useful in making business decisions. <b>Prerequisite:</b> Acceptance to the Working Professionals Master of Business Administration degree program.		
<b>CSB 8621</b>	<b>Managerial Accounting II</b>	<b>2.3 Credits</b>
A one-semester course involving intensive study of financial and management accounting principles and concepts to provide information, primarily financial in nature, about economic entities useful in making business decisions. <b>Prerequisites:</b> Acceptance to the Working Professionals Master of Business Administration degree program and CSB 8610, Financial Accounting with a minimum final grade of "C."		
<b>CSB 8632</b>	<b>Managerial Accounting III</b>	<b>1.7 Credits</b>
A one-semester course involving intensive study of management accounting principles and concepts to provide information, primarily financial in nature, about economic entities useful in making business decisions. <b>Prerequisites:</b> Acceptance to the Working Professionals Master of Business Administration degree program and CSB 8621, Financial/Managerial Accounting with a minimum final grade of "C."		
<b>CSB 8711</b>	<b>Executive Leadership I</b>	<b>0.5 Credits</b>
Students will investigate the leadership task, which face managers in companies with worldwide operations. Initially, students will identify the forces of global change and the strategic challenges, which they present to managers. Subsequently, students will examine the leadership characteristics required to manage global operations in a changing environment.		
<b>CSB 8721</b>	<b>Communications Workshop</b>	<b>1.0 Credits</b>
<b>CSB 8721A</b>	<b>Organizational Behavior I</b>	<b>1.3 Credits</b>



Topics include motivation, values, attitudes and job satisfaction, group dynamics, personality, conflict, managing diversity, decision, perception, etc. The overall objective of this course is to improve the skills you need to become a more effective manager. Organizational behavior, commonly referred to as OB, is an interdisciplinary field dedicated to better understanding and managing people at work. The three basic levels of analysis in OB are individual, group, and organizational. To be an effective manager, it is essential that one have practical knowledge that spans all three levels of organizational behavior.		
<b>CSB 8721B</b>	<b>Executive Leadership II</b>	<b>0.5 Credits</b>
Students will investigate the leadership task, which face managers in companies with worldwide operations. Initially, students will identify the forces of global change and the strategic challenges, which they present to managers. Subsequently, students will examine the leadership characteristics required to manage global operations in a changing environment.		
<b>CSB 8731</b>	<b>Organizational Behavior II</b>	<b>1.3 Credits</b>
Topics include motivation, values, attitudes and job satisfaction, group dynamics, personality, conflict, managing diversity, decision, perception, etc. The overall objective of this course is to improve the skills you need to become a more effective manager. Organizational behavior, commonly referred to as OB, is an interdisciplinary field dedicated to better understanding and managing people at work. The three basic levels of analysis in OB are individual, group, and organizational. To be an effective manager, it is essential that one have practical knowledge that spans all three levels of organizational behavior.		
<b>CSB 8731B</b>	<b>Executive Leadership III</b>	<b>0.5 Credits</b>
Students will investigate the leadership task, which face managers in companies with worldwide operations. Initially, students will identify the forces of global change and the strategic challenges, which they present to managers. Subsequently, students will examine the leadership characteristics required to manage global operations in a changing environment.		
<b>CSB 8740</b>	<b>Managerial Communications I</b>	<b>1.0 Credit</b>
This is a first course focusing on enhancing participants' ability to communicate effectively in both formal and informal work settings. The course content covers three major components of communication: written, spoken and non-verbal. The course will prepare participants to meet the communication requirements of business professionals. Exercises, cases, and use of audio-visual aids will help participants improve their communication skills.		
<b>CSB 8741</b>	<b>Executive Leadership IV</b>	<b>2.5 Credits</b>
Students will investigate the leadership tasks, which face managers in companies with worldwide operations. Initially, students will identify the forces of global change and the strategic challenges, which they present to managers. Subsequently, students will examine the leadership characteristics required to manage global operations in a changing environment.		
<b>CSB 8745</b>	<b>Business Legal Issues/Business Ethics</b>	<b>1.3 Credits</b>
Study of basic legal concepts and procedures as well as basic principles pertaining to fundamental business transactions; cases used to identify the effect of laws on business policy decisions; social and ethical aspects of business are also described.		
<b>CSB 8751</b>	<b>Executive Leadership V</b>	<b>0.5 Credits</b>
Students will investigate the leadership tasks, which face managers in companies with worldwide operations. Initially, students will identify the forces of global change and the strategic challenges, which they present to managers. Subsequently, students will examine the leadership characteristics required to manage global operations in a changing environment.		
<b>CSB 8752</b>	<b>Managerial Communications II</b>	<b>1.0 Credits</b>
This is a second course focusing on enhancing participants' ability to communicate effectively in both formal and informal work settings. The course content covers three major components of communication: written, spoken and non-verbal. The course will prepare participants to meet the communication requirements of business professionals. Exercises, cases, and use of audio-visual aids will help participants improve their communication skills.		
<b>CSB 8761</b>	<b>Executive Leadership VI</b>	<b>0.5 Credits</b>
Students will investigate the leadership tasks, which face managers in companies with worldwide operations. Initially, students will identify the forces of global change and the strategic challenges, which they present to managers. Subsequently, students will examine the leadership characteristics required to manage global operations in a changing environment.		
<b>CSB 8510</b>	<b>Statistical Analysis I</b>	<b>1.5 Credits</b>
Use and application of descriptive statistics, probability, statistical inference, and analysis of variance.		
<b>CSB 8514</b>	<b>Information Systems I</b>	<b>1 credit</b>

This course is an intensive survey of technologies used to support selected aspects of electronic commerce and enterprise resource planning.		
<b>CSB 8515</b>	<b>Competitive Strategy</b>	<b>1.5 Credits</b>
An introduction to microeconomic analysis from a practical business perspective. Topics covered include supply and demand equilibrium, the principles of consumer choice, profit maximization, the effects of subsidies, price discrimination, price ceilings and floors and government regulation. The course provides a context for subsequent study of industry and corporate strategy.		
<b>CSB 8520</b>	<b>Statistical Analysis II</b>	<b>1 credit</b>
Studies use and application of simple regression, multiple regression, and design of experiments.		
<b>CSB 8524</b>	<b>Information Systems II</b>	<b>1 credit</b>
The purpose of this course is to illustrate the importance of determining information system requirements for all management levels by developing an understanding of the differences between various types of computer-based information systems (CBIS). Emphasis is on information systems support for management decision-making and competitive advantage.		
<b>CSB 8531</b>	<b>Production and Total Quality Management</b>	<b>1 Credit</b>
Defines the terms Quality, SQC (SPC), and TQM. Provides an overview of continuous process improvement (Kaizen) and various tools designed to control and monitor the process. Discusses process control chart, Deming's PDCA cycle, cost of quality, process capability, six sigma standard, Taguchi method, Pareto diagram, and Ishikawa diagram. Compares and contrasts the criteria for Deming Prize, Malcolm Baldrige Quality Award, and ISO 9000 series and ISO 14000 series.		
<b>CSB 8535</b>	<b>Global Economics</b>	<b>1.3 Credits</b>
Beginning with a review of essential concepts in economics, this course focuses on the international and cross-cultural nature of contemporary economic phenomena. Emphasis is on macroeconomics, rather than microeconomics. Theoretical concepts are applied to specific cases, such as economic relationships between the US and Japan, Mexico, and other countries.		
<b>CSB 8540</b>	<b>Accounting Information Systems Analysis and Design</b>	<b>1.7 Credits</b>
The design and specification of computer-based management information systems; analysis of various systems evaluation techniques, examination of existing systems new or modified designs, comparisons of software features and problems of computer security; emphasis on management usage of systems, including examination of overall organizational impact of systems installation.		
<b>CSB 8541</b>	<b>Operations Management</b>	<b>1.0 Credits</b>
Develops ability to recognize, analyze, and solve typical problems of production and operations in manufacturing and service sectors. Topics include forecasting allocation of scarce resources, strategic capacity planning, facility location, facility layout, CPM, PERT, inventory control for independent demand, MRP, ERP, and supply chain management.		
<b>CSB 8544</b>	<b>Information Systems III</b>	<b>1.3 Credits</b>
Overview of information processing techniques and equipment and their impact on the organization; exposes software consideration and provides opportunity for learning a programming language.		
<b>CSB 8550</b>	<b>Optimization and Simulation</b>	<b>1.3 Credits</b>
Introduces the students to the array of concepts, methodologies, and applications of optimization and simulation, which are extensively used in academic and business environments. In addition to Microsoft ® Excel, two major software, Lindo for optimization modeling and Crystal Ball for simulation modeling will provide the students with hands-on experiences in dealing with real-world business problems. Students are given latitude to pursue topics in a range of the areas of the decision sciences in which they have a special interest.		
<b>CSB 8561</b>	<b>Database Management</b>	<b>1.3 Credits</b>
The course examines the basic features of database management systems. Definitions and overview, design considerations, data description and data manipulation, physical storage of data, and controls.		
<b>CSB 8562</b>	<b>Business Forecasting</b>	<b>1 Credit</b>
Forecasting is an important part of business management. No rational decision can be made without taking some view of the future. A range of forecasting methods and major issues in forecasting are addressed to improve forecast accuracy and enhance quality in decision making.		
<b>CSB 8850</b>	<b>Integrative Capstone Business Project</b>	<b>2.6 Credits</b>



The capstone project is designed to link both the theory and practice dimensions of business strategy through an emphasis on both content and process. Students are expected to apply relevant theories in their analysis but also build “action” skills through strategic decision-making and the development of recommendations for future strategy in the context of a “real time” situation.		
<b>CSCJ 500</b>	<b>Administration of Criminal Justice</b>	<b>3 Credits</b>
The course examines the decision-making guidelines of police, juvenile justice, court and correctional agencies. Issues and problems in regard to the application of these guidelines are also reviewed.		
<b>CSCJ 501</b>	<b>Sociological Theory</b>	<b>3 Credits</b>
The course is a graduate seminar in sociological theory. The focus is on analyzing generalizations derived by sociology concerning how human beings live and interact.		
<b>CSCJ 502</b>	<b>Criminological Theory</b>	<b>3 Credits</b>
The course is a graduate seminar in criminological theory. It is an introduction to theory in criminology and criminal justice, beginning with an examination of the process of theory construction and the relationship between theory and research methodology.		
<b>CSCJ 503</b>	<b>Research Methods I</b>	<b>3 Credits</b>
This course covers the general field of research methodology including an overview of the research techniques and procedures used in surveys, comparative studies, field studies, and experiments.		
<b>CSCJ 504</b>	<b>Research Methods II</b>	<b>3 Credits</b>
This course covers sociological application of specific research methods: conceptualization, designing, measurement, construction of scales, testing for validity and reliability of responses, and other measures. <b>Prerequisite:</b> CSCJ 503.		
<b>CSCJ 505</b>	<b>Statistics I</b>	<b>3 Credits</b>
A survey of descriptive statistical methods and tools used to analyze data and to quantify the data into usable information; designed as a general review as well as an introductory course in social statistics.		
<b>CSCJ 514</b>	<b>Law Enforcement Administration</b>	<b>3 Credits</b>
A survey of the role of law enforcement agencies, resource allocations, law enforcement policies, and its relation to the total criminal justice system.		
<b>CSCJ 516</b>	<b>Judicial Process: Court Systems</b>	<b>3 Credits</b>
An overview and analysis of the legal transactions involved in the accusation, arrest, adjudication, and disposition of criminal offenders.		
<b>CSCJ 517</b>	<b>Correctional Systems</b>	<b>3 Credits</b>
A study and analysis of correctional institutions, including historical developments, trends, alternatives and changes in the field of corrections.		
<b>CSCJ 518</b>	<b>Delinquency and Juvenile Justice System</b>	<b>3 Credits</b>
A study of analysis of the nature, extent, patterns and causes of juvenile delinquency; and the accusation, arrest, adjudication, and disposition of juvenile offenders.		
<b>CSCJ 519</b>	<b>Practicum</b>	<b>3 Credits</b>
A planned, supervised program of research, observations, study and work in selected criminal justice and other social agencies.		
<b>CSCJ 520</b>	<b>Urban Society and Culture</b>	<b>3 Credits</b>
Examines the relationships among environmental justice, violence, and environmental crime in cities. Case studies will be used to describe, explain, and analyze the impact of these relationships on urban life. Connections between city and culture provide the base for discussions on the social and cultural environment.		
<b>CSCJ 521</b>	<b>Population and Society</b>	<b>3 Credits</b>
Introduction to the study of population and its interactions with other aspects of society. Examines demographics, resources and environment, population trends, family structure and the status of women, and the future of population growth.		
<b>CSCJ 526</b>	<b>Selected Topics Seminar in Sociology &amp; Criminal Justice</b>	<b>3 Credits</b>
Discussion of major topics in the administration of justice, including protests in contemporary society, theories of prejudice and discrimination, social justice in a planned society, police corruption, police labor management problems, and prison survival.		
<b>CSCJ 531</b>	<b>Social Psychology</b>	<b>3 Credits</b>

Examination of data, theory, and methodology currently utilized in a focus on the systematic study of the nature and causes of human social behavior.		
<b>CSCJ 547</b>	<b>Sociology of Development</b>	<b>3 Credits</b>
Historical and theoretical perspectives on development and underdevelopment, the global economic order and the challenge for today's underdeveloped technology, agriculture and industry, education, public administration, role of women, and population growth.		
<b>CSCJ 553</b>	<b>Criminology and the Criminal Justice System</b>	<b>3 Credits</b>
Presentation of current data, theory, methodology, and practice relevant to study of criminal behavior and administration of justice.		
<b>CSCJ 555</b>	<b>Medical Sociology I: Health, Illness and Intervention Systems</b>	<b>3 Credits</b>
Examines health, illness, intervention systems and the contributions of social and behavioral sciences to understanding these systems. Also examines issues of disease and ethnicity, health disparities, social demography of health, epidemiology, alternative medicine, health care delivery, and international health among other topics.		
<b>CSCJ 557</b>	<b>Medical Sociology II: Aging and Dying</b>	<b>3 Credits</b>
Seminar focused on contributions of social and behavioral science studies of aging and dying. (CSCJ 555 is NOT a prerequisite for this course.)		
<b>CSCJ 559</b>	<b>Deviant Behavior</b>	<b>3 Credits</b>
Attention to studies of mental disorder, addictive disorders, crime and delinquency and other social anomalies in contemporary society.		
<b>CSCJ 562</b>	<b>Social Stratification</b>	<b>3 Credits</b>
Presentation of data, theory, and methodology of social mobility and internal division of societies based on race, class, gender, and age.		
<b>CSCJ 563</b>	<b>The Family</b>	<b>3 Credits</b>
A review of the American family; its heritage, contemporary forms, functions, challenges, and future projections.		
<b>CSCJ 564</b>	<b>Comparative Gender Roles</b>	<b>3 Credits</b>
A review of the significance of gender in social stratification, particularly as an intersection with race/ethnicity and class.		
<b>CSCJ 565</b>	<b>Sociology of Education</b>	<b>3 Credits</b>
Presentation of data, theory, and methodology of systems in education; includes analyses of formal and informal systems of learning throughout the lifespan.		
<b>CSCJ 571</b>	<b>International Criminality, National Security and Terrorism</b>	<b>3 Credits</b>
A study of the various forms of international crime with an emphasis on terrorism focuses on the policies and methods used by governments to protect their national interests.		
<b>CSCJ 575</b>	<b>Cultural and Social Anthropology</b>	<b>3 Credits</b>
Presentation of data, theory, and methodology on human diversity and the role of anthropology. Focus on social institutions across the world including family, education, religion, and the economic/political sector. Also examines language, kinship, gender, ethnic conflict, and global relations in the context of culture, socialization, and social organization.		
<b>CSCJ 579</b>	<b>Cultural and Ethnic Relations</b>	<b>3 Credits</b>
Presentation of data, theory, and methodology in the study of relations between groups which differ in race/ethnicity and/or culture as seen in international as well as domestic perspective.		
<b>CSCJ 580</b>	<b>Environmental Racism</b>	<b>3 Credits</b>
Examines the impact of institutional racism and health polices, industrial practices, governmental regulation and rule-making, enforcement, and overall quality of life in communities of people of color. Also examines the nexus between environmental protection and civil rights, the impact of the environmental justice movement on the dominant environmental paradigm and on national environmental groups.		
<b>CSCJ 582</b>	<b>Comparative Criminal Justice Systems</b>	<b>3 Credits</b>
Draws students' attention to the existence of four major world legal families - the civil law, common law, socialist law, and Islamic law using the sociology of law perspective.		
<b>CSCJ 587</b>	<b>Urban Ethnography</b>	<b>3 Credits</b>
An examination of qualitative research methods in studying social behavior; focuses on conducting field studies as a scientific method of inquiry.		
<b>CSCJ 589</b>	<b>Selected Topics Seminar I</b>	<b>3 Credits</b>

Varying topics related to social, environmental, and criminal justice issues. Topics vary with new developments in research, theory, and policy issues.		
<b>CSCJ 590</b>	<b>Selected Topics Seminar II</b>	<b>3 Credits</b>
Varying topics related to social, environmental, and criminal justice issues. Topics vary with new developments in research, theory, and policy issues.		
<b>CSCJ 603</b>	<b>Statistics II</b>	<b>3 Credits</b>
This course provides skills to graduate students in inferential statistics. Students learn testing of scientific hypotheses utilizing correlation analysis, analysis of variance, regression analysis and factor analysis. Detecting defective data and interpolation will also be covered during the semester. <i>Prerequisites:</i> CSCJ 503 and CSCJ 505.		
<b>CSCJ 613</b>	<b>Independent Study</b>	<b>3 Credits</b>
Designed to give students in selected fields an opportunity to more intensely pursue research and/or engage in other learning experiences consistent with the completion of their program of study. Prior approval of the instructor is required.		
<b>CSCJ 801</b>	<b>Thesis Consultation</b>	<b>1 credit</b>
Direct advisement with faculty in the completion of the thesis and research writing process.		
<b>CSCJ 805</b>	<b>Thesis Research</b>	<b>3 Credits</b>
Direct advisement with faculty in the completion of the thesis research.		
<b>CSED 500</b>	<b>Communications Skills Examination</b>	<b>0 Credit</b>
Students receive analysis of their reading and writing skills; identification of problem areas, practice in improvement in problem areas, tutoring in general test-taking skills. The communication skills exam is administered once in the fall semester and once in the spring semester. Successful students are exempted from the remainder of the course.		
<b>CSPA 056/506</b>	<b>Spanish for Graduate Students</b>	<b>3 Credits</b>
Designed to prepare graduate students for developing the foreign language reading and translation skills necessary for easy comprehension of scholarly articles in their subject area. The class meets three hours weekly for one semester (may be audited for 0 credits under CSPA 056). One does not need any prior knowledge of Spanish to be enrolled in this course.		
<b>CSPA 509</b>	<b>Directed Readings in Spanish I</b>	<b>3 Credits</b>
In-depth study and investigation of a particular period or writer of interest to an individual student. The supervising instructor in consultation with the department chairperson must approve all special study projects in advance. This course may be repeated.		
<b>CSPA 510</b>	<b>Directed Readings in Spanish II</b>	<b>3 Credits</b>
In-depth study and investigation of a particular period or writer of interest to an individual student. The supervising instructor in consultation with the department chairperson must approve all special study projects in advance. This course may be repeated.		
<b>CSPA 511</b>	<b>Spanish Phonetics and Pronunciation</b>	<b>3 Credits</b>
Study of Peninsular and Latin American pronunciation, intonation and phonetics with intensive practice in reading and speaking, and the perfecting of a genuine Spanish diction through the aid of phonetic transcription and authentic Spanish videos and audio texts.		
<b>CSPA 513</b>	<b>Advanced Spanish Grammar and Composition</b>	<b>3 Credits</b>
Acquisition of fundamental grammatical principles of Spanish and the most difficult idiomatic and literary expressions of the language, along with extensive oral and written compositions.		
<b>CSPA 514</b>	<b>Advanced Spanish Prose</b>	<b>3 Credits</b>
Designed to sharpen the student's sensitivity to stylistic nuances in literary texts, this course complements CSPA 513 by placing emphasis on grammatical structure and stylistics within the framework of literary analysis and criticism.		
<b>CSPA 515</b>	<b>History of Peninsular Civilization</b>	<b>3 Credits</b>
Study of the political, social, economic and cultural history of Spain from the Middle Ages to the present, including the Spanish slave trade and the Golden Age. Course includes an extensive audiovisual component. Students should be able to work independently on the Internet.		
<b>CSPA 516</b>	<b>History of Latin American Civilization</b>	<b>3 Credits</b>
Study of the political, social, economic, and cultural history of Latin America from pre-Columbian times to the present, including the contributions of black Latin Americans and the struggle of indigenous groups. Course includes an extensive audiovisual component. Students should be able to work independently on the Internet.		
<b>CSPA 517</b>	<b>Spanish Poetry</b>	<b>3 Credits</b>

Emphasizes development of poetic schools from the Middle Ages through the twentieth century.		
<b>CSPA 518</b>	<b>Cervantes</b>	<b>3 Credits</b>
Study of the development of Cervantes as a consummate prosaist; linguistic, philosophical, and literary commentary on Don Quixote and significant minor works.		
<b>CSPA 559/560</b>	<b>Methods of Teaching Foreign Languages</b>	<b>3-6 Credits</b>
Intensive study of the most recently developed methods and techniques of foreign language instruction.		
<b>CSPA 620</b>	<b>Afro-Hispanic Literature</b>	<b>3 Credits</b>
Study of the "tema" Negro and of the black writers of Latin American prose and poetry. Particular attention will be paid to Afro-Antillean literature.		
<b>CSPA 622</b>	<b>Galdós, The Generation of 1868 and Naturalism</b>	<b>3 Credits</b>
Study of the works of Clarín, Valera, Alarcón, Pereda, Palacio Valdés, Pardo and Blasco Ibáñez.		
<b>CFRE 515</b>	<b>French Civilization to 1789</b>	<b>3 Credits</b>
Study of French civilization from its origins through the Revolution of 1789. Special emphasis will be placed on the feudal society, the Renaissance period and the "siècle de Louis XIV," starting with the absolute monarchy and the development of new ideas. Course includes an extensive audiovisual component. Students should be able to work independently on the Internet.		
<b>CFRE 516</b>	<b>French Civilization to the Present</b>	<b>3 Credits</b>
Study of French civilization from the Consulate to the present with major emphasis on current political, social and cultural institutions. Course includes an extensive audiovisual component. Students should be able to work independently on the Internet.		
<b>CFRE 517</b>	<b>French Poetry</b>	<b>3 Credits</b>
Emphasizes the development of poetic schools from the Middle Ages through the twentieth century.		
<b>CFRE 518</b>	<b>French Prose</b>	<b>3 Credits</b>
Traces the development of novelistic trends from Chrétien de Troyes through the "nouveau roman."		
<b>CFRE 519</b>	<b>French Drama</b>	<b>3 Credits</b>
Studies of the development and evolution of the French theatre in France from the medieval period through the present.		
<b>CFRE 559/560</b>	<b>Methods of Teaching Modern Foreign Languages</b>	<b>3-6 Credits</b>
Intensive study of the most recently developed methods and techniques of foreign language instruction.		
<b>CFRE 615</b>	<b>Francophone Colonial Civilization</b>	<b>3 Credits</b>
Exploration of Creole cultures of Haiti, Martinique, Guadeloupe, French Guiana, Reunion, and Mauritius, and acculturation in former French West Africa and French Equatorial Africa, along with the impact on European French culture of contact with the peoples indigenous to or imported into these areas.		
<b>CFRE 637</b>	<b>Francophone Literature I</b>	<b>3 Credits</b>
Historical survey of the literature and literary productions of Haiti, Martinique, Guadeloupe, French Guiana, and Francophone Africa.		
<b>CFRE 638</b>	<b>Francophone Literature II</b>	<b>3 Credits</b>
Historical survey of the literature and literary productions of Haiti, Martinique, Guadeloupe, French Guiana, and Francophone Africa.		
<b>CFRE 640</b>	<b>Seminar in Comparative Black Literature</b>	<b>3 Credits</b>
Selected research problems comparing and contrasting traditions in Francophone, Afro-Hispanic and African American literature.		
<b>CFRE 650</b>	<b>French Linguistics</b>	<b>3 Credits</b>
An in-depth appreciation of the nature, function and structure of the French language—sounds, vocabulary, syntax—based on selected readings, lectures and discussions.		
<b>CFRE 716</b>	<b>Comparative Romance Culture and Civilization</b>	<b>3 Credits</b>
Comparative study of Romance societies from their origins to the present with major emphasis on political, social and cultural institutions. This study will also include points of convergence from linguistic and cultural perspectives.		

<b>CSPA 623</b>	<b>The Generation of 1898</b>	<b>3 Credits</b>
Study of the novel, poetry, drama and essays of Ramón del Valle-Inclán, Antonio Azorín, Jacinto Benavente, Miguel de Unamuno, Pío Baroja, and Antonio de Machado.		
<b>CSPA 625</b>	<b>The Twentieth Century Latin American Novel</b>	<b>3 Credits</b>
Examination of the evolution of the Spanish American novel in the twentieth century; special attention to experimentation and innovation in novelistic technique and “magic realism” in recent works of Julio Cortázar, Gabriel García Márquez and Isabel Allende.		
<b>CSPA 628</b>	<b>Hispanic Minorities in the United States</b>	<b>3 Credits</b>
Study of the heritage, values, special concerns and the contribution to American culture of Hispanic Americans, and an examination of population growth in Hispanic communities throughout the United States.		
<b>CSPA 632</b>	<b>Hispanic Writers of the United States</b>	<b>3 Credits</b>
Literature as group movement, periodicals as forums, as well as the works of individual writers studied.		
<b>CSPA 640</b>	<b>Seminar in Comparative Black Literature</b>	<b>3 Credits</b>
Selected research problems comparing and contrasting traditions in Francophone, Afro-Hispanic and African-American literature.		
<b>CSPA 650</b>	<b>Spanish Linguistics</b>	<b>3 Credits</b>
An in-depth appreciation of the nature, function and structure of the Spanish language—sounds, vocabulary, syntax—based on selected readings, lectures and discussions.		
<b>CSPA 716</b>	<b>Comparative Romance Culture and Civilization</b>	<b>3 Credits</b>
Comparative study of Romance societies from their origins to the present with major emphases on political, social, and cultural institutions. This study will also include points of convergence from linguistic and cultural perspectives.		
<b>CSPA 717</b>	<b>Romantic to Modern Poetry</b>	<b>3 Credits</b>
Development of poetic trends, movements and philosophies in Spain in the nineteenth and twentieth centuries.		
<b>CSPA 718</b>	<b>Modern Prose</b>	<b>3 Credits</b>
This is an in-depth study of the nineteenth- and twentieth-century novel. The choice of novelists will vary according to the desire of the instructor. Students should expect to read voluminous works of both centuries, and be prepared to critique articles written about the works.		
<b>CSPA 719</b>	<b>Classical to Modern Drama</b>	<b>3 Credits</b>
This is a serious study of the Spanish theatre from 1550 to the present. Students should expect to read several plays per week, and be prepared to identify the stylistic nuances of the various literary movements as they relate to this genre.		
<b>CSPA 761</b>	<b>Spanish Seminar I</b>	<b>3-6 Credits</b>
The examination, documentation, resolving and presentation of research problems in a specific field.		
<b>CSPA 762</b>	<b>Spanish Seminar II</b>	<b>3-6 Credits</b>
The examination, documentation, resolving and presentation of research problems in a specific field.		
<b>CSPA 801</b>	<b>Thesis Consultation</b>	<b>1 Credit</b>
<b>CSPA 802</b>	<b>Dissertation Consultation</b>	<b>1 Credit</b>
<b>CSPA 805</b>	<b>Thesis Research</b>	<b>6 Credits</b>
<b>CSPA 806</b>	<b>Dissertation Research</b>	<b>6 Credits</b>
<b>CSSW 500A</b>	<b>Social Work Practice I</b>	<b>3 Credits</b>
The course provides foundation knowledge at the graduate level about generalist social work practice. Framed in an Autonomous Social Work Practice Model, the course content about matrix roles, Humanistic Values, and Afrocentric Perspectives are linked to the ecological system and strength perspectives. The course examines social work practice as both a method and process for intervention with micro and mezzo systems where the goal is to aid the client to achieve an optional level of social functioning within these systems.		
<b>SSW 500B</b>	<b>Social Work Practice II</b>	<b>3 Credits</b>
The second course in the Practice Content sequences builds upon CSSW 500A. The course examines social work practice as both a method and process for intervention with mezzo and macro systems (small groups, organizations and communities). Primary attention is given to assessing the client's functioning within these systems.		
<b>CSSW 501A</b>	<b>Concurrent Field Practicum I</b>	<b>3 Credits</b>

Concurrent Field Practicum I provide students with a supervised field experience in an agency setting using generalist social work skills appropriate at the graduate level. Students apply foundation knowledge, skills, values and ethics to practice. The practicum focuses on skill development, the nature of social systems, and the integration of social work theory and practice. Students are in the field for two days per week for twelve weeks during the semester.		
<b>CSSW 501B</b>	<b>Concurrent Field Practicum II</b>	<b>3 Credits</b>
Concurrent Field Practicum is a continuation of CSSW 501 – Concurrent Practicum I. The practicum experience focuses on skill development application of ethics to practice and the integration and application of social work theory and practice. Students work in the field two (2) days per week for fourteen weeks during the semester.		
<b>CSSW 502A</b>	<b>Concurrent Field Practicum III</b>	<b>3 Credits</b>
This practicum III provides students with direct practice experience reflecting a variety of theoretical constructs that undergird the students' practice focus. Critical thinking, knowledge and skills, values and ethics will be further developed based on theories, through the application of advanced multilevel field activities.		
<b>CSSW 502B</b>	<b>Concurrent Field Practicum IV</b>	<b>3 Credits</b>
Field Practicum IV while anchored in a continuation of CSSW 502A provides students with opportunities for rigorous activities building on advanced practicum knowledge. Students will be able to utilize advanced practicum knowledge, assessment, and intervention strategies in a variety of complex treatment settings across diverse populations.		
<b>CSSW 503</b>	<b>Clinical Social Work Practice and Theory</b>	<b>3 Credits</b>
This course is designed for students who have completed the foundation courses. Building upon 500-level Autonomous Social Work Practice courses, it extends the matrix roles and subsequent skills learned in autonomous social work practice to more complex individualized practice with client systems considering the multiple variables that affect their lives. Attention is given to the bio-psychosocial integrity of the client and to ethical issues.		
<b>CSSW 504A</b>	<b>Clinical Social Work Practice: Focus on Child and Family</b>	<b>3 Credits</b>
This advanced direct practice course builds on the knowledge skills and values learned in foundation social work practice courses. It is designed to provide depth, specificity and advanced skills in assessment and intervention with children and families within the context of the multilevel systems. Students learn to identify and critique the central issues that are addressed in the process of assessment and treatment intervention with children and families.		
<b>CSSW 504B</b>	<b>Clinical Social Work Practice: Focus on Health/Mental Health</b>	<b>3 Credits</b>
This advanced direct practice focus course provides depth specificity and knowledge about advanced skills in assessment and intervention. Attention is given to client systems that experience or are at risk of experiencing problems in social functioning due to their health and mental health. The course focuses on knowledge, value, skills and strengths for effective practice to enhance clients' developmental capacities, problem-solving and coping skills.		
<b>CSSW 505</b>	<b>Social Work Practice with Diverse Populations</b>	<b>3 Credits</b>
This course will introduce students to social issues within diverse populations. The course examines the roles, functions, and effects of oppression in society as it relates to social and economic justice. This course will also examine how oppression affects service delivery at micro and macro levels while focusing on the social policies that drive the shape of services. Students will examine and analyze social issues and consider the implications for social work practice with different races, ethnicities, genders, sexual orientations, and physical abilities.		
<b>CSSW 506</b>	<b>Program and Organizational Development for Direct Social Work Practice</b>	<b>3 Credits</b>
This course provides students with advanced knowledge and understanding of organizational needs and identifies strategies and models for achieving these needs. Selected organizational development models are examined to determine their applicability to social service agencies.		
<b>CSSW 508</b>	<b>Brief Interventions Methods</b>	<b>3 Credits</b>
This advanced direct practice course examines the theory and practice of brief treatment methods, including crisis intervention. It focuses on differential use of these approaches in social work practice. The features of treatment designs and processes that are critical to effective time-limited practice are considered, with emphasis on the characteristics of brief interventive methods with individuals, families and small groups. Particular attention is given to assessment and intervention in Planned Short Term Treatment.		
<b>CSSW 510</b>	<b>AIDS: Psychosocial Issues and Intervention</b>	<b>3 Credits</b>
This advanced course provides critical information on direct practice, prevention, education, intervention methods and models of care for working with people with HIV/AIDS. Additionally, the course focuses on high risk behavior for contracting HIV/AIDS. Prejudices, legal, spiritual, ethical, and other issues which confront social workers in direct practice with persons with AIDS are addressed.		



<b>CSSW 511</b>	<b>Intervention Strategies with Children and Adolescents</b>	<b>3 Credits</b>
This course provides advanced knowledge and specialized skills for direct practice with children and adolescents who experience developmental issues and a range of psychosocial problems and social injustices. It examines practice issues relevant to culturally diverse children and adolescents, especially African American and Latino children and adolescents. This advanced direct practice course emphasizes resiliency and strengths in making assessments and interventions in various treatment settings: schools, child welfare agencies, and juvenile justice systems.		
<b>CSSW 512</b>	<b>Intervention Strategies with Adults and the Aged</b>	<b>3 Credits</b>
This advanced course is designed for skill development and effective application in problem resolution with adults in their life tasks, and with older individuals and groups in the processes of aging. Emphasis is placed on intervention with primary care givers, health care and other providers, and the elderly. Emphasis is also placed on intergenerational concepts and differential approaches with the frail, disabled, and chronically ill in the context of their ethnic cultural milieu and the wider society.		
<b>CSSW 513</b>	<b>Child Abuse and Neglect</b>	<b>3 Credits</b>
This advanced direct practice course provides a historical overview of value perspectives of children-particularly African Americans-and corresponding injustices, violence in relation to child maltreatment-views of diverse cultural and ethnic groups regarding child abuse and neglect, rights of children and parents. Core objectives of the course are to: 1) explore research findings on the prevalence of factors that contribute to child abuse and neglect; 2) understand knowledge about the types and causes of child abuse; 3) develop knowledge of and skills in investigation, assessment, case management, treatment approaches, prevention, and methods of evaluation of micro and macro systems.		
<b>CSSW 514</b>	<b>Group Processes in Social Work Practice and Administration</b>	<b>3 Credits</b>
The primary focus of this advanced direct practice course is on theoretical knowledge and skill development for practice with task and treatment groups in child welfare, health/mental health, and school social work settings. The course builds on and integrates first semester content, humanistic values, autonomous social work practice, and the Afrocentric paradigm with strategies for assessing individuals and groups. Thus, the course equips students with advanced knowledge and skills to practice group work with diverse populations and with competence in and sensitivity to race, ethnicity, with competence in and sensitivity to race, ethnicity, community, culture, gender, and sexual orientation.		
<b>CSSW 517</b>	<b>Community-Based Health Care</b>	<b>3 Credits</b>
This advanced direct practice course provides students with the opportunity to analyze health problems in a given community. Emphasis is placed on access and barriers at health services, the roles and functions of multi-disciplinary health teams, community needs assessment and interventions, and policy advocacy for change. Students learn methods of assessing community health issues, data analysis skills, resource identification, and health policy proposal and testimony skills for presentation to legislators on behalf of the community.		
<b>CSSW 518</b>	<b>Community Health Promotion and Disease Prevention</b>	<b>3 Credits</b>
This advanced direct practice course provides the opportunity for social work students to learn how to promote a community based health care and prevention program. The course also provides instruction in how to identify, analyze and eliminate barriers to community health services within communities.		
<b>CSSW 520</b>	<b>Family Therapy</b>	<b>3 Credits</b>
This is an advanced direct practice social work course designed to increase students' knowledge and skills for intervening with families. The course engages students in: 1) exploring the development of family therapy and the dimensions of family treatment in social work practice; 2) building on conceptual, analytical, and practice skills necessary for thorough use of family therapy models; 3) developing skills to assess family intervention and 4) identifying major research findings and issues in family therapy.		
<b>CSSW 521</b>	<b>Supervision and Consultation in Direct Social Work Practice</b>	<b>3 Credits</b>
This course provides concepts and principles of supervision and consultation. Attention is given to emerging trends and practices in supervision, staff development, personnel utilization and assessment. The course explores the history, roles, techniques and practices involved in the supervisory process. The course is designed for the experienced student who desires and expects to become an agency supervisor within the near future, and to assist practicing supervisors in developing additional competencies. Attention is given to issues of direct practice supervision and licensure.		
<b>CSSW 522</b>	<b>Public Health Social Work Practice</b>	<b>3 Credits</b>



This course prepares social work students for advanced practice in the area of public health with a focus on disease prevention. Students are introduced to the historical development of public health practice, current public health issues, policies and procedures, research, assessment, and intervention strategies. Professional values and ethics are promoted as a foundation for helping students accept the differences in health behaviors related to ethnicity, gender, race, culture, socioeconomic status, at-risk status, and sexual orientation. Students are exposed to content on humanistic values, Afrocentric Perspective and autonomous direct practice social work matrix roles as they relate to public health in social work.		
<b>CSSW 585</b>	<b>Research Methods I</b>	<b>3 Credits</b>
This foundation course provides instruction in basic logic, process, concepts and methods of applied social work research. The course covers research methodologies and design to include interviews, focus groups, case studies, surveys, secondary data, record review, observation, and case file audits which may be applied to the investigation of social work issues at the individual and program level. The course is intended to foster an appreciation of evaluating practice and accountability.		
<b>CSSW 586</b>	<b>Research Methods II: Evaluation of Practice</b>	<b>3 Credits</b>
This course provides instructions in the computation, interpretation, and application of statistical procedures that can be used in social work research and in social work practice; it is designed to provide basic statistical skills that will enable the student to more systematically implement and evaluate social work practice intervention. Training in the SPSS for windows computer software package is provided.		
<b>CSSW 589</b>	<b>Research with an Emphasis on Application</b>	<b>3 Credits</b>
This course provides instruction, feedback, and support to develop and complete the student's thesis or conceptual paper. The course will also provide instruction in the computation, interpretation, and application of analytical procedures that can be used in social work research and evaluation. This course will culminate in the completion of the student's thesis or conceptual paper.		
<b>CSSW 600A</b>	<b>Human Behavior &amp; the Social Environment I</b>	<b>3 Credits</b>
Students are exposed to the ecological social systems perspective in which to understand human development in contemporary contexts. A range of theoretical frameworks that addresses individual development from conception to adolescence within the family and social institutions will be explored. The Afrocentric perspective and humanistic paradigm will be the lens through which these issues will be addressed.		
<b>CSSW 600B</b>	<b>Human Behavior &amp; the Social Environment II</b>	<b>3 Credits</b>
This foundation course expands understanding of individual growth and development from young adult through late adulthood and death. A range of theoretical frameworks that address individual development within groups, organizations and communities will be explored. The Afrocentric perspective and humanistic paradigm will be the lens through which these issues will be addressed.		
<b>CSSW 603</b>	<b>African-American Families</b>	<b>3 Credits</b>
This advanced course examines historical and contemporary forces impinging upon African American families and the resultant survival strategies for these families. The Afrocentric perspective is used in discussing African American families. An ecological/social system, "strengths" approach to the study of African American families represents the perspective for viewing social problems, particularly those of a physical and emotional nature.		
<b>CSSW 606</b>	<b>Alcoholism and Drug Dependency</b>	<b>3 Credits</b>
This advanced course examines major issues in alcohol and drug dependency. Attention is given to the social, psychological, economic consequences for families where there is alcohol and drug dependency. Prevention and strategies for intervening with individuals and families from a range of ethnic and sociocultural backgrounds are explored for their usefulness. Finally, the roles of social workers in the field of alcohol and substance abuse are considered.		
<b>CSSW 609</b>	<b>Emotional Disorder of Children and Adolescents</b>	<b>3 Credits</b>
This advanced course is designed to explore a range of factors, situations, and experiences that contribute to the development and progression of emotional disorders in children and adolescents.		
<b>CSSW 610</b>	<b>Integrating Practice and Human Development with an Emphasis on Ethics</b>	<b>3 Credits</b>
This course is intended as a bridge course to integrate advanced social work practice skills and human development across the life span with an emphasis on ethics. Students will apply the principles of ethical decision-making and various value system approaches to the formulation of ethical issues explored in the context of biological, psychological and social substrates of normal and pathological behavior.		
<b>CSSW 611</b>	<b>Psychopathology</b>	<b>3 Credits</b>

This course will focus on the clinical process of assessment and diagnosis from the perspective of social work practice. The Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR) and other schemes for assessing and understanding human behavior, psychopathology, and mental disorders will be demonstrated and critically examined. A broad spectrum of developmental theory is drawn upon to further promote students' understanding of assessment and treatment interventions.		
<b>CSSW 700</b>	<b>Social Welfare Policy and Services</b>	<b>3 Credits</b>
This foundation course is designed to assist students in acquiring knowledge of the history of America's response to the needs of the poor and oppressed, including legislative policies, and the development and role of the social work profession. Special attention is focused on general social problems, children, family and health issues, service program structures, and beginning skills for analyzing social welfare issues.		
<b>CSSW 706</b>	<b>Law and Social Work</b>	<b>3 Credits</b>
This course is designed to provide students with an advanced overview and analysis of social work as it interfaces with the law. The course addresses various types of law-statutory, constitutional, regulatory, and common law as it related to systems functioning. It is not designed to turn professional social workers into lawyers, but rather to make encounters with lawyers and the legal system less mysterious and more beneficial to the client population. At the conclusion of this course, the student is able to recognize how federal and state court systems operate, attain a level of confidence with respect to court testimony, understand the value of effective social work advocacy, develop cognizance of professional licensing and practice issues, and use basic legal terms and legal library resources for systems change.		
<b>CSSW 709</b>	<b>Differential Policy Analysis</b>	<b>3 Credits</b>
This foundation course builds on CSSW 700 and is designed to assist students in developing conceptual, analytical, and political skills necessary to improve existing social policies, defeat policy initiatives incongruent and social work values, or establish new policies. Each student selects a social welfare policy or policy issues at the local, state, or federal level for analysis and advocacy action.		
<b>CSSW 710</b>	<b>Social Welfare Policy with an Emphasis on Georgia Policies</b>	<b>3 Credits</b>
This course is intended as a bridge course designed to enable students to become more knowledgeable about various state-level social welfare policies and programs and their implications for diverse and at-risk populations.		
<b>CSSW 800</b>	<b>Independent Study</b>	<b>1-3 Credits</b>
This is an independent, advanced study course that is arranged between a faculty member and a student on a specific topic of interest to the student that meets academic and professional requirements of the MSW Program. Permission of both the Director of the MSW Program and the Dean is required.		
<b>CSSW 802</b>	<b>Clinical Leadership and Professional Development</b>	<b>2 Credits</b>
This concentration year seminar is designed to integrate the academic and field learning experiences and synthesize the total experience for students enrolled in either the two-year, three-year, or advanced-standing plan of study. This course enables the student to synthesize, refine and demonstrate comprehensive understanding of the MSW program goals, and objectives, humanistic values, Afrocentric perspective, social work practice roles, strengths and ecological perspectives.		
<b>CSSW 900</b>	<b>Historical Analysis of Social Welfare and Professional Social Welfare Practice</b>	<b>3 Credits</b>
This examines concepts, ideas/issues and theoretical approaches utilized in the study of social welfare policies in the United States and globally. A variety of theoretical approaches and perspectives are utilized to understand the rationale behind social welfare policies and how these policies impact the academic study and profession of Social Work in the United States.		
<b>CSSW 901</b>	<b>Social Welfare and Professional Social Work Policy Planning and Development</b>	<b>3 Credits</b>
This course creates awareness of sequential policy development on several levels, as well as fosters understanding of administration procedures, techniques and interventions that may be employed in the implementation of policies and programs.		
<b>CSSW 910</b>	<b>Research Methodology</b>	<b>3 Credits</b>
This course provides an in-depth understanding of descriptive and inferential statistics that enable students to master the procedures of statistical analysis as used in the field of social work.		
<b>CSSW 911</b>	<b>Descriptive and Inferential Statistics</b>	<b>3 Credits</b>
This course provides a dual focus. The major focus is on application of advanced research methods for the evaluation of human service programs. The secondary focus is on the use of multivariate statistics and microcomputers in evaluation and planning.		
<b>CSSW 912</b>	<b>Evaluative Research and Multivariate Statistics</b>	<b>3 Credits</b>

This course covers aspects of research methodology for social work planning and administration including; problem formulation, conceptual and operational definitions of variables, theory and literature selection, design, data analysis and data presentation; emphasis is placed on experimental and quasi-experimental designs and research for administration and computer applications in the analysis and presentation of data.		
<b>CSSW 913</b>	<b>Doctoral Seminar I</b>	<b>3 Credits</b>
This course is designed to prepare doctoral students how to write professional and scholarly articles.		
<b>CSSW 914</b>	<b>Doctoral Seminar II</b>	<b>3 Credits</b>
This course is a continuation of Doctoral Seminar I. It prepares students for the submission process for professional and scholarly articles.		
<b>CSSW 920</b>	<b>Organizational Development</b>	<b>3 Credits</b>
This course is designed to enable students to understand and apply various theories of planned change in different organizational settings. Recognizing that organizations are organic living systems, the roles and competencies of leaders who seek to develop more effective organizations are explored. Primary attention is given to nonprofit human service organizations.		
<b>CSSW 921</b>	<b>Planned Change in Complex Organizations</b>	<b>3 Credits</b>
This course is designed to examine the theory and language of complex organizations and to better understand why human service organizations may be viewed as such. There is no doubt that the environments in which human service organizations operate have become considerably more complex. The communities served by these organizations, especially urban and suburban, continue to experience major socio-demographic change.		
<b>CSSW 930</b>	<b>Critique and Analysis of Managerial Theories</b>	<b>3 Credits</b>
This course provides a critique and analysis of various administrative and managerial theories, principles and concepts. It establishes a framework for assessing the potential applicability of selected managerial theories in human service agencies.		
<b>CSSW 931</b>	<b>Administration in Human Service Organizations</b>	<b>3 Credits</b>
This course builds on CSSW 930 and is designed to help students strengthen their managerial skills and acquire new skills that will enable them to function more competently as managers, and administrators of human service organizations.		
<b>CSSW 995</b>	<b>Doctoral Dissertation</b>	<b>12 Credits</b>
This course is taken during the time needed to complete the dissertation. The course is offered as a 3 or 6 hour course.		
<b>CSSW 996</b>	<b>Doctoral Dissertation Consultation</b>	<b>1 Credit</b>
This course is required only for the student who has completed 12 hours of Dissertation Research but has minor corrections to make		

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