

"Student-Centered, Quality Driven"

Graduate Catalog 2008 - 2010



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Clark Atlanta University

Graduate Catalog

“Student-Centered, Quality Driven”

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GRADUATE CATALOG 2008-2010

The Clark Atlanta University 2008-2010 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. Changes made by a school or department will be available in the appropriate Dean's office. Official updates to the 2008-2010 will appear on the Clark Atlanta website beginning with AY 2009-2010.

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.

Copies of the Catalog may be obtained from the Clark Atlanta University Office of Admissions.

MESSAGE FROM THE PRESIDENT

Greetings and welcome to Clark Atlanta University! On behalf of the students, alumni, faculty and staff I welcome you to the CAU Family and invite you to immerse yourselves in this proud legacy and culture. Clark Atlanta University is at an exciting moment in its history as we celebrate our twentieth year as a consolidation of two great institutions with over one hundred years of history for each of them.

On a 126 acre campus adjacent to the very vibrant Atlanta downtown, Clark Atlanta University, a United Methodist Church-related institution, is ranked as a leading comprehensive and research university. It is the largest of the United Negro College Fund institutions and is the anchor of the Atlanta University Center – the nation’s oldest and largest consortium of historically black institutions.

I commend you for your interest in Clark Atlanta and urge your perusal of its programs, offerings and services. You will find our academic programs are first-rate, our students are high achievers, our faculty and staff are committed to uncompromising standards of excellence, and our University produces recognized leaders in their professions who are empowered to change their communities, the nation and the world. The University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS), 1866 Southern Lane, Decatur, Georgia 30033-4097; telephone 404-679-4500, and its degree programs in Business Administration, Education, Public Administration, and Social Work are all professionally accredited. Through centers of excellence in business administration, cancer research, communication arts, national securities studies and urban education, this University is a beacon, both symbolically and substantively, of high quality and technologically sophisticated teaching and learning.

You will also find that at Clark Atlanta, our mottoes, “Culture for Service” and “I’ll Find A Way or Make One,” are not composed of idle words; they are inescapable mandates that are embraced, adhered to and perpetuated by all those who have come before you. We believe that the tireless pursuit of these ideals forges a path toward a life of distinction. As President, I invite you into the venerable order of Clark Atlanta University’s outstanding students, distinguished faculty and staff, and successful alumni. Be advised though, membership has a cost—and the price is an unwavering commitment to strive for excellence in all your endeavors at this institution.

Please feel free to visit our campus or our website at www.cau.edu.

Sincerely,

Carlton E. Brown

Carlton E. Brown
President

**Clark Atlanta University
Academic Calendar
2008-2012**

FALL SEMESTER 2008

AUGUST

1	Deadline: Financial Enrollment Fall Semester
4	Cancellation of Classes (Nonfinancial Enrollment)
4	First Day of Late Registration
14	Faculty Returns (Faculty/Staff Opening Session @ 9:00AM)
15	Schools/Department Meetings
17	Residence Halls Open (New Students @ 8:00AM)
18-19	New Students Finalize Registration/Enrollment
20-26	CAU Experience/Orientation
22	MAPP (Required for all New Freshmen)
23	Residence Halls Open (Returning Students @ Noon)
26	Cancellation of Classes (Nonfinancial Enrollment)
27	Classes Begin

SEPTEMBER

1	Labor Day Holiday
2	Classes Resume
5	Last Day Registration/Financial Enrollment/Cross Registration
---	Labor Day Holiday
8	Final Cancellation of Classes (Nonfinancial Enrollment)
8-Nov 7	Withdrawal Period
12	Deadline: Spring Class Schedule to Registrar (Dept. Chairs/Deans)
16	Opening Convocation
19	Deadline: December Graduation Applications to Registrar
26	Deadline: May Undergraduate Graduation Applications to Registrar
26	Fall Enrollment Census Date
29	Deadline: Theses/Dissertation to Academic Depts. (Dec.)
29-Oct 4	Homecoming Week
---	Deadline: Spring Admissions Application

OCTOBER

1	Deadline: Spring Admissions Application
13-17	Mid-semester Examinations
16-17	Board of Trustees Meeting
27	Deadline: Approved Theses/Dissertations to School Deans (Dec.)

NOVEMBER

3	Deadline: Financial Aid Application Spring
3	Academic Advisement Opens Spring
7	Last Day to Withdraw from Courses
10	Registration Opens Spring
10-14	Student Evaluation of Instruction
24	Deadline: Approved Theses/Dissertations to Graduate Dean (Dec.)
27-28	Thanksgiving Holidays
---	Deadline: Approved Theses/Dissertations to Graduate Dean (Dec.)
---	Classes Resume

DECEMBER

1	Classes Resume
3	Last Day of Classes
4-5	Reading Period
5	Cancellation of Classes (Nonfinancial Enrollment Spring)
6-15	Banner Web Grading Period
8-12	Final Examinations
12	Fall Semester Ends

FALL SEMESTER 2009

AUGUST

3
4
4
13
14
16
17-18
19-25
21
22
25
26

SEPTEMBER

4
7
8
8-Nov 6
11
15
18
25
25
28
28-Oct 3
30

OCTOBER

12-16
15-16
26

NOVEMBER

2
2
6
9
16-20
26-27
30
30

DECEMBER

2
3-4
4
5-14
7-11
11

FALL SEMESTER 2008**DECEMBER**

13	Residence Halls Close @ Noon
15	Deadline: May Graduate Graduation Applications to Registrar
15	Deadline: Summer Undergraduate/Graduate Graduation Applications to Registrar
15	Deadline: Final Grades to Registrar via Banner Web
15	Last Day for Faculty after Final Grades Submission
24-26	Christmas Holidays for Staff According to Work Responsibilities
31-Jan 1	New Year's Holidays for Staff According to Work Responsibilities

SPRING SEMESTER 2009**JANUARY**

2	Staff Returns
5	Faculty Returns (Faculty/Staff Opening Session @ 9:00AM)
6-9	Faculty Development Workshops & Semester Start Activities
10	Residence Halls Open @ Noon
12-13	New Student Orientation
12-13	Schools/Department Meetings
12	First Day of Late Registration
13	Cancellation of Classes (Nonfinancial Enrollment)
14	Classes Begin
19	Martin Luther King, Jr. Holiday
23	Last Day of Registration/Financial Enrollment Cross Registration
23	Final Cancellation of Classes (Nonfinancial Enrollment)
26-Mar 23	Withdrawal Period
26	Deadline: Theses/Dissertation to Academic Depts. (May)

FEBRUARY

6	Deadline: Summer/Fall Schedule of Classes to Registrar
6	Spring Enrollment Census Date (Dept. Chairs/Deans)
19-20	Board of Trustees Meeting
23	Deadline: Approved Theses/Dissertations to School Deans (May)
28	MAPP Test (Required of all Juniors)

MARCH

1	Deadline: Fall Admissions Application
1	Deadline: Fall Financial Aid Application Priority
2	Deadline: Summer Financial Aid Application
2-6	Mid-semester Examinations
9-13	Spring Break (Faculty/Students)
16-20	Founders Week
23	Last Day to Withdraw from Courses
28	Senior Exit Examination (Major Field Test)
30	Academic Advisement Opens Summer/Fall
30	Deadline: Approved Theses/Dissertation to Graduate Dean (May)
---	Deadline: Fall/Summer Graduate Admissions Application

APRIL

1	Deadline: Fall/Summer Graduate Admissions Application
---	Good Friday Holiday
---	Classes Resume
6	Registration Opens Summer/Fall
10	Good Friday Holiday
13	Classes Resume
13-17	Student Evaluation of Instruction
29	Last Day of Classes
30-May 1	Reading Period
30-May 2	Senior Final Examination Period

FALL SEMESTER 2009**DECEMBER**

12
14
14
14
14
24-25
31-Jan 1

SPRING SEMESTER 2010**JANUARY**

4
4
5-8
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11-12
11-12
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18
22
22
25-Mar 22
25

FEBRUARY

5
5
18-19
22
27

MARCH

1
1
1
1-5
8-12
15-19
22
27
29
29
30

APRIL

2
5
5

12-16
28
29-30
29-May 1

SPRING SEMESTER 2009**MAY**

4-8	Final Examinations
5	Deadline: Graduating Students' Final Grades to Registrar via Banner Web
8	Spring Semester Ends
9	Residence Halls Close @ Noon
12	Deadline: Final Grades to Registrar via Banner Web
14-15	Board of Trustees
17	Baccalaureate Service
18	Commencement
20	Faculty/Staff Closing Session @ 9:00AM
25	Memorial Day Holiday
26	Deadline: Theses/Dissertation to Academic Departments (Sum.)
30	Residence Halls open for Summer Semester

SUMMER SEMESTER 2009**JUNE**

1	Classes Begin
5	Last Day for Summer Registration/Financial Enrollment
5	Cancellation of Classes (Nonfinancial Enrollment)
8-Jul 6	Course Withdrawal Period
24-26	Mid-semester Examinations
24-26	New Student Orientation for Fall
29	Deadline: Approved Theses/Dissertation to School Deans (Sum)

JULY

3	Independence Day Observed
6	Classes Resume
6	Last Day to Withdraw from Courses
8-10	New Student Orientation for Fall
17	Last Day of Classes
20-24	Final Examinations
22-24	New Student Orientation for Fall
24	Summer Semester Ends
25	Residence Halls Close @ Noon
27	Deadline: Final Grades to Registrar via Banner Web
27	Deadline: Approved Theses/Dissertation to Graduate Dean (Sum)
27	New Transfer Student Orientation for Fall

FALL SEMESTER 2010**AUGUST**

2	Deadline: Financial Enrollment Fall
3	Cancellation of Classes (Nonfinancial Enrollment)
3	First Day of Late Registration
12	Faculty Returns (Faculty/Staff Opening Session @ 9:00AM)
13	Schools/Department Meetings
15	Residence Halls Open (New Students @ 8:00AM)
16-17	New Students Finalize Registration/Enrollment
18-24	CAU Experience/Orientation
20	MAPP (Required for all New Freshmen)
21	Residence Halls Open (Returning Students @ Noon)
24	Cancellation of Classes (Nonfinancial Enrollment)
25	Classes Begin

SEPTEMBER

3	Last Day Registration/Financial Enrollment/Cross Registration
6	Labor Day Holiday
7	Classes Resume
7	Final Cancellation of Classes (Nonfinancial Enrollment)
7-Nov 5	Withdrawal Period

SPRING SEMESTER 2010**MAY**

3-7
7
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13-14
16
17
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24
25
29

SUMMER SEMESTER 2010**JUNE**

1
4
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7-Jul 5
23-25
23-25
28

JULY

5
6
6
7-9
16
19-23
21-23
23
24
26
26
26

FALL SEMESTER 2010

SEPTEMBER

- 10 **Deadline: Spring Class Schedule to Registrar (Dept. Chairs/Deans)**
- 17 **Deadline: December Graduation Application to Registrar**
 (Dept. Chairs/Deans)
- 21 **Opening Convocation**
- 24 **Deadline: May Undergraduate Graduation Applications to Registrar**
- 24 **Fall Enrollment Census Date**
- 27 Oct 2 **Homecoming Week**
- 27 **Deadline: Theses/Dissertation to Academic Depts. (Dec.)**
- 29 **Deadline: Spring Admissions Application**

OCTOBER

- 11-15 **Mid-semester Examinations**
- 14-15 **Board of Trustees Meeting**
- 25 **Deadline: Approved Theses/Dissertation to School Deans (Dec.)**
- **Deadline: Financial Aid Application**
- **Academic Advisement Opens Spring**

NOVEMBER

- 1 **Deadline: Financial Aid Application**
- 1 **Academic Advisement Opens Spring**
- 5 **Last Day to Withdraw from Courses**
- 8 **Registration Opens Spring**
- 15-19 **Student Evaluation of Instruction**
- 25-26 **Thanksgiving Holidays**
- 29 **Classes Resume**
- 29 **Deadline: Approved Theses/Dissertation to Graduate Dean (Dec.)**
- **Last Day of Classes**

DECEMBER

- 1 **Last Day of Classes**
- 2-3 **Reading Period**
- 3 **Cancellation of Classes (Nonfinancial Enrollment Spring)**
- 4-13 **Banner Web Grading Period**
- 6-10 **Final Examinations**
- 10 **Fall Semester Ends**
- 11 **Residence Halls Close @ Noon**
- 13 **Deadline: May Graduate Graduation Applications to Registrar**
- 13 **Deadline: Summer Undergraduate/Graduate Graduation**
 Applications to Registrar
- 13 **Deadline: Final Grades to Registrar via Banner Web**
- 13 **Last Day for Faculty after Final Grades Submission**
- 24 **Christmas Holiday for Staff According to Work Responsibilities**
- 31 **New Year's Holiday for Staff According to Work Responsibilities**

Note: **Calendar dates are subject to change**

Sources: **Office of The University Registrar/Office of Planning, Assessment and Research**
 (July 22, 2008)

HISTORY

Clark Atlanta University is a comprehensive, private, urban, coeducational institution of higher education with a predominantly African-American heritage. It offers undergraduate, graduate, and professional degrees as well as certificate programs to students of diverse racial, ethnic, and socioeconomic backgrounds. It was formed by the consolidation of Atlanta University, which offered only graduate degrees, and Clark College, a four-year undergraduate institution oriented to the liberal arts.

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. In November 1987, after more than a year of discussion, the Boards of Trustees of Atlanta University and Clark College authorized an exploration of the potential advantages of closer working arrangements between the two institutions, including their consolidation into one university. In April 1988, the joint committee delivered its report titled *Charting a Bold New Future: Proposed Combination of Clark College and Atlanta University* to the Boards for ratification. The report recommended that the two schools be consolidated into a single institution. On June 24, 1988, the Boards of both Atlanta University and Clark College made the historic decision to consolidate the two institutions, creating Clark Atlanta University. 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.

Atlanta University, founded in 1865, by the American Missionary Association, with later assistance from the Freedman'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's 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 this 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 the 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. 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. Unlike the old Articles of 1929, the new contract created the Atlanta University Center. The influence of Atlanta University has been extended through professional journals and organizations, including *Phylon* and the National Association for the Advancement of Colored People, for both of which Dr. W.E.B. DuBois, a member of the faculty, provided leadership.

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 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. While students on the South Atlanta campus fretted over final examinations in the winter of 1939, work was begun across town on an entirely new physical plant adjoining Atlanta University, Morehouse College, and Spelman College.

During the 1980s some of the advantages of proximity, which had seemed promising earlier, again became evident. Clark College and Atlanta University through consolidation preserved the best of the past and present and "Charted a Bold New Future." Clark Atlanta University was created on July 1, 1988.

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, who assumed leadership on August 1, 2008.

PURPOSE STATEMENT

Clark Atlanta University is dedicated to preserving and disseminating the heritage of peoples of African descent. Our growth and survival are predicated upon self-knowledge and self-respect, both of which are rooted in a knowledge of history. In pursuit of its mission, Clark Atlanta University accepts the mandate of its parent institutions: Atlanta University's motto, "I'll Find a Way or Make One," and Clark College's motto, "Culture for Service." Rooted in its African-American heritage, impacted by present and projected trends, destined to shape the future, the purposes of Clark Atlanta University are:

1. To maintain a repository of knowledge and an environment which fosters maximum intellectual, social, and cultural development of students, faculty, administrators and staff.
2. To engage in the exploration of innovative ideas through research and teaching, new programs, and educational experiments both within and across disciplinary lines, so that the University shall be at the leading edge of American education and so that its graduates shall be informed, visionary, culturally sensitive, politically engaged socially responsible individuals with an understanding of their heritage and a strong commitment to advancing social justice.
3. To provide through experimentation, research, and social and cultural analysis new solutions to the physical and social problems of humankind.
4. To provide excellent education for those students who have proved they are high achievers and for those students who have the capacity for achieving excellence despite previous adverse circumstances.
5. To provide an increasingly diverse population with competent teachers and role models at all levels of education.
6. To promote artistic and creative expressions and to emphasize their importance in shaping intellect, values, and culture.
7. To provide members of the larger community with opportunities for continuing education which are consistent with the overall mission of the University

Revised May 9, 2003

MISSION STATEMENT

The mission of Clark Atlanta University is to provide a quality undergraduate, graduate and professional education to a student body that is predominately African-American and also diversified by students from various other racial, ethnic, cultural, and socioeconomic backgrounds. As an institution grounded in the liberal arts, the University is committed to the development of productive and creative students who excel in their chosen careers and who become responsible citizens in their communities and the world.

To achieve its mission the University attracts and maintains a dedicated faculty that meets high professional standards in teaching, scholarship, research, and service. The University also provides an educational environment in which its students thrive, learn, and develop their potential for leadership and responsible citizenship, and the pursuit and creation of knowledge.

The University maintains an historic relationship with the United Methodist Church and emphasizes sound ethical and moral principles that promote personal integrity and understanding of others.

Approved by the Board of Trustees, February 20, 2004

VISION STATEMENT

Consistent with our heritage and commitment to excellence, Clark University (CAU) offers an education that fosters a global perspective and analytical thinking and concern for the welfare of others. The University is committed to teaching, research and service, undergirded by high moral and ethical values and respect for individual worth. CAU produces graduates who will contribute to improving the human condition in a global society and to undertaking research that will expand the boundaries of current knowledge. We discharge our responsibilities with integrity, civility, sensitivity and compassion while promoting diversity, ensuring justice and freedom and improving quality services to others.

INSTITUTIONAL GOALS

1. To enhance and maintain an environment which fosters intellectual, social and cultural curiosity and creativity, and the continuing development of morally sound value systems among students, faculty, administrators, and staff.
2. To develop accelerated undergraduate and graduate degree programs, other new programs, and educational experiments using innovative ideas through research and teaching, both within and across disciplines, and in keeping with the mission of the University.
3. To increase the number of African-American faculty members who obtain doctoral degrees in the critical areas of natural and mathematical sciences, humanities, and social sciences.
4. To implement a comprehensive approach for continuous academic program review and assessment to improve quality and determine resource requirements and new directions through a system of external visiting committees.

-
5. To enhance the role of research with an improved research infrastructure and an evaluation system that recognizes the importance of research and teaching to the mission of the University.
 6. To implement an integrated and centralized program for faculty and staff to address personal and professional development.
 7. To continue to institute modern management techniques, taking into account the new information systems, the improvement of human work environments, and the energy-efficient utilization of space.
 8. To build and maintain a vigorous institutional advancement and fund-raising capacity to provide the financial resources necessary to meet the University's goals.
 9. To continue to develop and implement a comprehensive student life program that will include both the undergraduate and graduate levels.
 10. To develop and implement more comprehensive public service programs, including opportunities for students to participate in local, national, and international internships and work experiences.
 11. To implement a systematic plan for attracting a student body of increasing quality and size and an expanded academic support system to improve student retention.
 12. To enhance and provide services to meet the education, cultural, and social service needs of the community by maintaining ongoing linkages with other local, regional, national, and international institutions.
 13. To enhance the institution's commitment to provide education and technical assistance to other nations through programs, and to the furtherance of a university community that will be sensitive to the nature and depth of global interdependence.
 14. To provide a state-of-the-art telecommunication infrastructure using multimedia technology to facilitate excellence in teaching, research, and service.

Revised May 9, 2003

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 right 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.”

**ACADEMIC STRUCTURE
GRADUATE PROGRAMS**

SCHOOLS	CONCENTRATIONS/DEPARTMENTS	DEGREES
School of Arts and Sciences	African and African-American Studies	M.A.
	Africana Women's Studies	M.A./D.A.
	Biology	M.S., Ph.D.
	Chemistry	M.S., Ph.D.
	Computer and Information Sciences	M.S.
	Sociology and Criminal Justice Administration	M.A.
	English	M.A.
	Foreign Languages	M.A.
	History	M.A.
	Humanities	DA
	African-American Studies	
	English	
	History	
	Romance Languages	
	International Affairs and Development	I.A.D./Ph.D.
	Mathematical Sciences	M.S.
	Physics	M.S.
Political Science	M.A., Ph.D.	
Public Administration	M.P.A.	
School of Business Administration	Decision Sciences/Information Systems	M.B.A.
	Economics	M.A.
	Finance	M.B.A.
	Marketing	M.B.A.
School of Education	Educational Leadership	M.A., Ed.S., Ed.D.
	Curriculum and Instruction	M.A.
	School Counseling	M.A.
	Community Counseling	M.A.
	Special Education General Curriculum	M.A.
	Postbaccalaureate Certification: Early Childhood Education	
Whitney M. Young, Jr. School of Social Work	Social Work Planning & Administration and Social Science	Ph.D.
	Clinical Social Work	M.S.W.
	Social Work and Public Health	M.S.W./M.P.H.

G R A D U A T E A D M I S S I O N S

Admission to the University is granted to applicants who hold a baccalaureate degree from a regionally accredited college or university. The applicant's record must show promise of ability to do graduate work and must include a sufficient degree of concentration in the chosen field of work to satisfy both the proposed school and the faculty of the proposed department of study.

Students may enter the University three times during the year: August, January, or June on the dates specified in the University Calendar.

APPLICATION

All students seeking admission must submit an application and a nonrefundable fee of \$40.00 (international students \$55.00) made payable to Clark Atlanta University. This fee is neither refundable nor transferable to another term, regardless of the admission decision. Fees should be remitted by cashier's check, or money order payable to Clark Atlanta University. Former students must also submit the 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 Web site at www.cau.edu.

GRADUATE ADMISSIONS DEADLINE

Fall Deadline	June 1
Spring Deadline	October 1
Summer Deadline	April 1

Note: School of Business Administration Fall Admissions Deadline is April 1. Students are admitted in the fall semester only, and early applications are encouraged.

ADMISSIONS PROCEDURE

Before any action can be taken on an application, the following must be submitted to the Office of Admissions:

- a) Application for Admission
- b) Processing fee of \$40.00 (International students \$55.00)
- c) Official final transcripts from each undergraduate and graduate institution attended sent directly from the institution to Clark Atlanta University
- d) Official GRE Report of Scores or GMAT Preadmission Report (if applicable)
- e) Three letters of recommendation (two former instructors, one employer or supervisor)
- f) Dean of Students Certification Form
- g) Supplemental Documents (applicants for Ph.D., D.A., Ed.S., Ed.D., and specified M.A. degree programs): letter of intent which discusses career goals, reasons for applying to Clark Atlanta University and qualifications for admissions. Contact the program office for your intended area of study for additional information.
- h) The Test of English as a Foreign Language TOEFL (International Students only)

GRADUATE RECORD EXAMINATION

With the exception of the School of Business Administration, applicants for admission are required to take the General Test of the Graduate Record Examination and to have their scores reported by the Educational Testing Service. The Graduate Management Admission Test (GMAT) is required for admission to the School of Business Administration. Although current test scores are preferred, reports up to five years old are accepted.

Arrangements to take the GRE must be made directly with Educational Testing Service at least three weeks before the desired test date (six weeks if registering to take the examination outside the United States). Applications for the GRE and GMAT examinations are obtainable from the Educational Testing Service, Box 955, Princeton, NJ 08540.

Domestic candidates from families with extremely low incomes may qualify for a waiver of GRE test fees. Such applicants should contact the Office of Financial Aid to determine whether their institution participates in the GRE Fee Waiver Program and whether they qualify. Fee waivers are not available directly from the Educational Testing Service.

TYPES OF ADMISSION STANDING

Admission to an Academic Degree Program

A minimum undergraduate or previous graduate GPA required for unconditional admission is set by each school or department as stated under the degree program in this catalog. In addition, students must have completed all specified course or degree prerequisites as indicated.

Conditional Admission to an Academic Degree Program

In some schools of the University, a student who does not meet the GPA or prerequisite requirements for a given academic program of study may be “conditionally” admitted to a program based upon the favorable recommendation of the school or department. Specific conditions, outlined in writing to the student at the time of admission, will be designated for remedying the deficiency and advancing to unconditional standing. Conditional admission to doctoral programs is not permitted.

Students admitted to conditional status will be expected to take a full course load and meet the same requirements as students admitted to unconditional status. Upon the successful completion of nine credit hours with a GPA of 3.0 or better, the student will be admitted to unconditional status. Where the conditional status is based on deficiencies in prerequisite courses, the students will be admitted to unconditional status once the deficiencies have been satisfied. The Graduate Studies Office will monitor all students admitted to conditional status.

Special Admissions (Nondegree)

Any individual, upon the satisfactory demonstration of appropriate prerequisite courses, training or knowledge, may be admitted as a special student to take graduate courses for audit or credit independent of a degree program after having received the favorable recommendation from a school or department. Such individuals may not accumulate more than twelve (12) semester credit hours as a special student. Courses taken as a nondegree student may be used toward admission with the approval of the department/school. Nondegree admission is a separate process from cross-registration (see section on cross-registration).

Part-time Study

During the academic year, students who take fewer than nine credit hours are classified as part-time, except those who are engaged in writing the thesis or dissertation. During the summer, students who take fewer than six credit hours are classified as part-time, except those who are engaged in writing the thesis or dissertation.

Continuing Education

Any individual may apply for activities offered through the continuing education program without presentation of a transcript or letters of recommendation. Some activities may carry specific prerequisites as determined by the instructor.

Enrollment of Students Outside the AUC

Students from colleges and universities outside the AUC may take graduate courses at Clark Atlanta University. These students must present written verification of enrollment at another approved institution, and show evidence of having completed any prerequisites for courses. It is the responsibility of the student to secure acceptance at his/her home institution for the transfer of academic credit.

Note: Where “department/school” is used above, it is to be understood that where departments exist they shall make the recommendation.

INTERNATIONAL STUDENTS

Clark Atlanta University encourages enrollment of students from other countries. In addition to meeting the regular requirements for admission (with allowances for differences abroad in secondary school curricula), the applicant must demonstrate a reasonable proficiency in the English language. 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). Applicants from other countries may be admitted for either the first semester (August), second 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. Students from other countries are required to submit documents in English certified by appropriate officials. Clark Atlanta is unable to provide financial assistance to international students. Therefore, prospective students must be prepared to bear the expense of correspondence, 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 submit to the University funds sufficient to cover the expenses for one year.

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 International Student Services.

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.

VISA TYPES 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)

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.

Certificate of Eligibility (Form I-20). This document is issued to an admitted student who has shown proof of financial support for his studies to allow him/her to obtain a student (F-1) visa or to change from another visa status to student (F-1) 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 F-2 dependents of students. 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 J-2 dependents, 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 (F-1) status within the first thirty (30) days of attendance.

Form I-34. Affidavit of Support. Students should confer with the Associate Dean of Student Affairs for information regarding securing and/or completion of any of the forms listed above.

MAINTENANCE OF 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 Associate Dean of Student Affairs, from his/her academic adviser, 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 days of matriculating at Clark Atlanta University. Students should see the Associate Dean of Student Affairs to complete this process.

Students on nonimmigrant visas 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 College Work-Study Program.

REGISTRATION AND ACADEMIC RECORDS

A new student presenting him/herself for registration must have received an admission letter from the Office of Admissions. No provision is made to accommodate students who arrive unofficially or without having made previous arrangements. Registration and Enrollment are the processes by which one is enrolled as a student at the University. Registration includes advisement and course entry and results in a schedule of classes. Enrollment includes payment of tuition and other charges, and completion and filing of informational forms for various purposes during a prescribed time period. Following are the responsibilities of the student:

- To become familiar with the University Calendar appearing in the front of this Catalog and a number of other media throughout the University. Familiarity with the Calendar facilitates adherence to the registration process. The process helps to assure that a student's name will be entered on the correct class rolls.
- To complete registration according to regulations. Academic credits may not be earned unless the student is officially registered and financially enrolled for classes.
- To consult the academic advisor and secure appropriate signatures on required forms. This will ensure that proper course sequences are being followed for the student's curriculum.

To be classified as a student at the University, one must be enrolled in at least one course or program, e.g., Co-Op, Internship, Practicum. A student who drops all courses must also complete withdrawal procedures and is subject to the University's policies and procedures with regard to dropping, adding, and withdrawing from classes. In all cases in which a student has not completed registration by the end of the specified registration date, a late registration fee will be charged.

REGISTRATION POLICY

Registration is the process that results in a student's schedule of classes for a specific term. This means that 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 are required to complete registration before classes begin. All students are required to pick up registration materials, have registration forms approved by the department chairperson or advisor, and register for courses by the end of the Late Registration period as defined in the Academic Calendar. If 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 add and drop courses at the beginning of each term during the specified dates. The last day for Add/Drop is specified in the 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 on the University's Calendar. Students who are not properly registered and enrolled will not be permitted to attend classes or take examinations.

DROPPING/ADDING OR WITHDRAWING FROM COURSES

Students may drop or add courses during the designated drop/add period on the Academic Calendar. Students must consult with their faculty advisor prior to making any changes in their class selections.

Course withdrawal begins after the end of the drop/add period and the official date to complete course withdrawals for each term is found in the 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 complete with all appropriate signatures 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 regardless of his/her performance in the course prior to the official date of withdrawal. Course withdrawal does not carry any refund of tuition and/or fees. When students are cross-registered at other AUC institutions, the Clark Atlanta withdrawal policy will apply. When a student is cross-registered through the ARCHE program, the "host" school policy applies.

WITHDRAWAL FROM THE UNIVERSITY

To withdraw from the University, the student must obtain a Withdrawal Form from the Office of the University Registrar. In addition to any requirement of the individual school's policy, the student must obtain the necessary and appropriate signatures as required by the form. The University Registrar's signature is affixed to the form upon completion and then

returned to this office for final processing.

The “official” withdrawal date is the date on which the University Registrar signs the form or if student received funds from the Federal Title IV financial aid programs, the regulations require that the date used to calculate the “Return of Title IV funds is the date the student signed the withdrawal form. A final grade of “W” is assigned for all courses when students withdraw from the University.

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. All students wanting 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 Add/Drop period each term. Forms submitted after this date will not be accepted.

Cross-registration Outside the AUC. 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.

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 for the protection of the rights and privacy of students 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:

- a. name
- b. address
- c. telephone listing
- d. date and place of birth
- e. major field of study
- f. participation in officially recognized activities and sports
- g. weight and height of members of athletic teams
- h. dates of attendance
- i. degrees and awards received
- j. most recent previous educational institution attended
- k. honors and citations received

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 (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 filed 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.

TRANSCRIPTS

Transcripts are 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 Transcripts. 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 fee for official transcripts is \$8.00 per request. The University Registrar's Office 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.

Unofficial Transcripts. The unofficial transcript for internal distribution and student use is a true copy of the student's official academic record. The fee for an unofficial transcript is \$5.00 per request. 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 University Registrar's Office 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.

Transcript Requests. All transcript requests must be made in writing 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

Students must submit a written request via the mail or in person. Fax and/or e-mail requests for transcripts will not be accepted or processed.

Financial Hold. Students with outstanding financial obligations to the University or with delinquent Perkins Loan payments may be denied release of a transcript. A new request for transcript must be made after the financial hold has been cleared.

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. Nonenrolled 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 filed in the student's official record.

OFFICE OF VETERANS AFFAIRS

The University is approved by the Georgia Department of Veterans Services (State Approving Agency) for the enrollment of veterans, service personnel, reservists, and dependents of deceased or disabled veterans who are eligible for educational assistance from the Veterans Administration. Individuals desiring additional information should write, telephone, or visit the Office of the University Registrar, Trevor Arnett Hall, Room 102, CAU, 404-880-8938.

FINANCIAL AID

The Office of Student Financial Aid at Clark Atlanta University administers and coordinates the awarding of student financial aid and assists students in identifying support to pay for their college education. As the majority of funds administered by the Office of Student Financial Aid come from federal and state sources, Clark Atlanta has adopted the same philosophy for awarding aid as the Department of Education.

STUDENT RIGHTS AND RESPONSIBILITIES

What Students Have the Right-to-Know:

- The cost of attendance.
- The financial assistance available from federal, state, 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 or state 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 for financial aid purposes.
- How to appeal a decision by the Office of Financial Aid concerning an award.

What Students Have Responsibility to Do:

- 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 Financial Aid Office if an award letter is not received within three 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.
- Attend an entrance interview and exit interview if federal or state loans are received while attending Clark Atlanta University.
- 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 requirements.
- Check the status of your account each semester (On Banner Web) to verify that all eligible aid is applied to your account.
- Verify your mailing address with the University Registrar each semester.

HOW TO APPLY FOR FINANCIAL AID

- a. Complete FAFSA. To receive financial aid at Clark Atlanta University, all students must complete the Free Application for Federal Student Aid (FAFSA) each school year. Students who have access to the Internet should complete the FAFSA on the Web at 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, you 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. If you apply online, remember to print and mail the signature page.

- b. You should receive a Student Aid Report (SAR) in about 10 days. Review your SAR to make sure the information

is correct. If the information is incorrect, make the corrections online on the SAR and return it to the processor. If Clark Atlanta University is listed in the school section, the Financial Aid Office will receive the information on your SAR. If the information is not correct, your application will be delayed.

Special Instructions: If the information on your SAR states that “Your application has been selected for a review in a process called verification,” you must send signed copies of your and your parents’ (if dependent) federal 1040 tax returns to the financial aid office. You will also have to complete a Verification Worksheet that you can obtain from the Financial Aid section of the CAU Web site or from the Financial Aid Office. Contact the Financial Aid Office to find out about additional information or documentation that may be needed.

PRIORITY DEADLINES

The FAFSA should be completed and transmitted by March 1 other documents should be completed and submitted to the Financial Aid Office by April 1, regardless of the semester in which you plan to enroll. Files completed (Student Aid Report and other required documents) by April 1 will receive priority consideration and should be awarded by May 30. We will begin processing files completed after April 1 after we award files completed before April 1. Students who apply after April 1 should allow 6 to 8 weeks to receive an award letter. Students applying after June 15 should be prepared to pay their fees during registration and may be reimbursed based on their eligibility. Applications for Spring Semester must be completed by November 1.

NEW STUDENTS

New students must be accepted for admission to Clark Atlanta University before their application for financial aid can be processed. All students that wish to receive financial aid (loans, work-study, scholarships, grants, stipends, etc.) must complete the FAFSA and be admitted to Clark Atlanta University.

ELIGIBILITY

Requirements for Financial Aid:

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 toward completion of his/her degree.
- Not owe a refund on any federal grant, and must not be in default on any student loan previously received unless he/she can provide proof regarding 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 charges.

Federal regulations require that we verify the accuracy of information provided by applicants whom the Department of Education selects for a process called verification. As a result, applicants are required to submit federal tax returns, a financial aid verification worksheet, and other documentation, which may be requested, before a financial aid award can be finalized. Students who do not complete the verification procedure as required will not be eligible to receive any aid awarded by the Office of Financial Aid.

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 Free Application for Federal Student Aid (FAFSA).

SATISFACTORY ACADEMIC PROGRESS POLICY FOR FINANCIAL AID RECIPIENTS

Federal regulations and Clark Atlanta University policies require that students receiving financial assistance maintain satisfactory academic progress (SAP). In general, “satisfactory academic progress” means progressing toward successful

and timely completion of degree requirements.

The programs affected by the SAP requirements include federal, state, and University aid. Students receiving funds from any of these sources must demonstrate and maintain SAP or face financial aid probation and/or denial of aid from all sources. Students receiving scholarships based upon merit must comply with the academic requirements associated with the scholarship.

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 GPA and a 90% completion rate must be maintained. Please refer to the handbook of the school/department for details regarding academic requirements.

GOOD ACADEMIC STANDING

To be in good academic standing, a student must have a cumulative grade point average of 3.0 or higher (on a 4.0 scale). Individual schools or programs may have officially published higher standards.

A student shall be placed on Academic Probation when the cumulative GPA at the end of any semester falls below 3.0. The duration of probation is one semester. At the end of this semester, the student's cumulative GPA must be 3.0 or better in order to remain in the program, unless otherwise stipulated by the individual school.

To maintain satisfactory academic progress for financial aid eligibility, a student must maintain a cumulative GPA of 3.0. 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. After this semester, if dismissal is successfully appealed, the readmitted student retains eligibility for financial aid as long as the conditions of readmission are met.

Dismissal: Academic Dismissal is required in either one of the two following circumstances:

1. A student shall be dismissed from the University and a program of study at the end of any semester in which the full-time student earned all Cs or below.
2. A student shall be dismissed from the University and the program of study after having earned a cumulative GPA of less than 3.0 in consecutive terms of registration, including summer semester.

Satisfactory Progress. A student who is in good academic standing in the one semester of probation is considered to be making satisfactory academic progress. The number of credit hours attempted or completed is not a determinant of satisfactory progress (however, any student who has a cumulative record of withdrawals and unresolved "Incomplete" grades from 50% of his/her registered courses is not making satisfactory academic progress, is ineligible for financial aid, and is subject to dismissal).

Appeal Procedure for Satisfactory Academic Progress Policy

Students may appeal a denial for financial aid if they had unusual circumstances that prevented them from performing satisfactorily. A letter of appeal describing the situation may be submitted to the department Chairperson/Program Coordinator. A recommendation from the department Chairperson/Program Coordinator is sent to the Graduate Dean to determine whether the student is eligible to continue receiving financial aid.

HOW FINANCIAL AID ELIGIBILITY IS DETERMINED

The guiding principle about financial aid at Clark Atlanta University is that the primary responsibility for meeting the cost of higher education rests with the student and family to the extent that they are able to pay. The difference between the costs of education and the calculated ability of a family to meet those costs is the eligibility for financial assistance. The process used to determine each individual family's ability to pay is known as expected family contribution (EFC). It is derived from a formula developed by Congress called Federal Methodology. The formula calculates the EFC based on the information reported by the family on the Free Application for Federal Student Aid (FAFSA).

DEPENDENCY STATUS

For financial aid purposes, students are considered independent.

COST OF ATTENDING CLARK ATLANTA UNIVERSITY

The cost of attending Clark Atlanta University for an academic year (2 semesters) may vary from student to student, depending on the level of enrollment and the amount each individual requires for personal and living expenses. These estimated expenses make up the Cost of Attendance or Student Budget as determined by Federal Guidelines. This cost is an estimate of education-related expenses that a student may incur at Clark Atlanta University. 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.

Aid for students enrolled for less than full-time may be prorated according to the actual number of hours of enrollment. Students attending less than half-time (less than 6 hours per semester) may be eligible for reduced amounts of certain types of financial aid.

The Office of Financial Aid uses standard budgets for all students based on enrollment status. The budgets (cost of attendance) include tuition, fees, living expenses, transportation, and books and supplies. If special circumstances exist (such as expenses related to a catastrophic loss or unusual medical bills), a student may request special treatment of the information he/she must report 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 primary objective of the Office of Financial Aid is to assist as many students as possible by using a combination of available funds. Students who comply with published priority deadlines for application completion will be awarded first and will be eligible for all available funds. Students who apply after the published priority deadlines may be awarded, but funds will be limited. An application is complete when the Financial Aid Office receives all required documents. Financial assistance is awarded to cover educational expenses only. The priority deadline for applying for financial aid is April 1. Therefore, students should complete the FAFSA at least 4 weeks before April 1 to ensure that the Financial Aid Office receives their Student Aid Report (SAR) by the priority date.

AID AWARDED BASED ON HOURS OF ENROLLMENT

In determining the amount of the student's award, the financial aid staff assumes that he/she will be enrolled full-time (at least 9 hours per semester) for fall and spring unless he/she indicates 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 the billing statement from 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 and state programs is subject to Congressional and state appropriations and to changes in federal and state 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 one lives and what he/she pays for transportation and personal expenses could cause the actual cost 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, plus other resources that may be available, such as veteran benefits and private scholarships.

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.

The student may accept or decline any portion of the award online. Please note that 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 Financial Aid Office if he/she does not accept the award as listed on the online award notification.

FEDERAL WORK STUDY/LOAN OPTION

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 the financial aid advisor. Adjustments will be contingent upon the student's eligibility according to program regulation and on the availability of funds.

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 Office of Financial Aid's policy to divide external scholarships equally between fall and spring semesters unless specified by the donor.

CHANGES IN FINANCIAL SITUATIONS

The student's financial aid situation may change after submission of (and changes to) the Free Application for Federal Student Financial Aid (FAFSA). It is the student's responsibility to notify the Office of Financial Aid of any changes to the information originally reported on the FAFSA. In the event of substantial change in family circumstances (loss of employment, death, unexpected medical bills which are unusually high, etc.), the student may notify the Office of Financial Aid and request a reevaluation of his/her award. The request must be in writing with appropriate documentation and it should describe the substantial changes in detail, specifying dollar amounts on the Special Conditions Form obtained from the Financial Aid office or the CAU Web site. Any award adjustment is contingent upon the student's eligibility according to program regulations and the availability of funds. The decision of the Office of Financial Aid is final.

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 school or study abroad. 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 FINANCIAL AID AVAILABLE

1. Grants and Scholarships

Gift assistance (free money) does not have to be earned or repaid. Unless otherwise noted, awards from the following programs will appear as credits on the student's account once the financial aid award package is finalized (and if the student is eligible for the funds). A FAFSA must be completed for all aid.

University Grants and Scholarships

Clark Atlanta University grants and scholarships for graduate students are awarded through the department to which students apply for their plan of study. Interested applicants must complete a FAFSA and contact their Departments directly to request assistance.

Tuition Waivers

Eligible Clark Atlanta University faculty and staff may receive tuition scholarship waivers valued at full tuition less the amount of any other designated tuition award or federal and state grant awards. This benefit is also available to spouses, sons, and daughters of eligible University employees. Contact the University's Office of Human Resources for an application and procedures. Tuition waivers will appear as a credit on the student's account once the approved application has been processed. The FAFSA must be completed before the waiver can be received.

2. Employment

Federal Work-Study (FWS) is an employment program awarded to graduate students based on federal eligibility using the information provided on the FAFSA. 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. Students are paid FWS earning based on the actual hours worked each pay period.

Many departments depend on student employees to assist with the effective operation of departments. Students gain valuable work experience and skills, which contribute to a student's overall education and development. Work-Study students are given the opportunity to interview for a variety of jobs.

Placement in a position allows a student to begin receiving income from work-study to meet educational expenses. Students should expect to receive paychecks on the 15th of each month. The average work-study employee works 15 hours per week and typically earns between \$2400-\$3000 per academic year.

FWS awards will not appear as credits on the bill from student accounts. **EMPLOYMENT IS AN AWARD FOR WHICH A STUDENT MUST WORK.** Employment opportunities may be available both on and off campus.

3. Loan Programs

Funds from federal, state 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. Note: Loan awards typically increase as the student progresses toward degree completion. 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 the University. Most loan funds will be credited directly to the student's account after completion of the promissory note and other required documents. Both types of loans are subject to cancellation if the student does not endorse checks promptly or if he/she 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 loan counseling provided by the Office of Financial Aid and Student Loan and Collections.

Before leaving Clark Atlanta University, all borrowers must have an exit interview to discuss repayment, deferment and cancellation provisions.

Federal

• Federal Perkins Loan

Graduates and undergraduate students. Awards are based on financial need as demonstrated by the information provided on the FAFSA and the availability of funds. Preference will be given to undergraduate students who demonstrate exceptional need and who meet on-time filing priority deadlines.

• Federal Stafford Loan (Subsidized)

Low-interest loans may be made to eligible graduate students enrolled at least half-time, by banks, credit unions, and other commercial lenders who participate in the program. Students are not required to pay interest on the loan if they continue to be enrolled at least half-time. Students must demonstrate financial eligibility as determined by the information provided on the FAFSA. The interest rate on their loan could change each year of repayment but, by law, it will never exceed 8.25%.

Eligibility for loans will be based on the information received on the Student Aid Report. Students do not have to complete a separate loan application but will have to complete a promissory note agreeing to repay the loan. At the time a Federal Stafford Loan is taken out, the student may be charged an origination fee up to 3%, which will be deducted proportionately from each loan disbursement made to him/her. The fee is allowed by law and is used to reduce the federal government's cost of subsidizing this loan program. In addition, the student's lender may charge an insurance

premium of up to 1% of the loan principal. Other fees, restrictions and requirements may apply from year to year. See your financial aid advisors for specific details.

- **Federal Stafford Loan (Unsubsidized)**

Unsubsidized Stafford Loan Funds are available to students meeting all Stafford program requirements other than demonstrated need (students must apply for need-based aid prior to being considered for subsidized loan). An origination fee may be charged and the student may have to pay interest during in-school and deferment periods unless other arrangements are made with the lender. Interest accrues during the in-school period but payment of interest may be deferred upon request.

- **Federal GRAD PLUS Loan**

A GRAD PLUS loan is a loan made to credit-worthy eligible graduate students and their spouses. Although the University requires the student to file a FAFSA, 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. The student should contact the Office of Financial Aid for application information.

HOW FINANCIAL AID PAYMENTS ARE MADE TO STUDENTS

To complete enrollment for a term, students are required to satisfy their financial obligations to the University.

- a. **Billing and Registration**

The billing statement mailed by the student accounts office will list the charges for tuition, fees, room and board for students living in campus housing, plus any other amounts owed the University. Some of the financial aid the student is eligible to receive for the semester may appear as a credit on his/her account if all documents were received by the Office of Financial Aid at least two 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.

- b. **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 automatically applied to the student's account:

- Federal GRAD Plus Loan (pending receipt of funds from your lender)
- Federal Perkins Loan**
- CAU Tuition Waiver/Scholarship

Loans that are awarded to students based on their eligibility may appear as a credit on their bill. This will allow students to complete registration. If they fail to submit a completed promissory note or the funds are not received by CAU, the loan will be removed from their account. Once the loan is removed from the account, students will be responsible for paying the amount owed CAU at that time.

** Perkins Loan Borrowers- At the beginning of each academic year, a packet of loan documents must be signed by the student and processed by the Office of Student Financial Aid before Perkins Loan proceeds can be credited to the student's account. If a loan is not on the student's account, and he/she has signed and submitted all required papers, the student should contact the Office of Financial Aid.

- c. **Checks**

Certain funds are disbursed as checks and may require endorsement by the student. These include external loans (loans obtained through private organizations), private scholarships, and federal work-study).

- d. **Loan Checks**

Most loan funds are sent to the institution by EFT (Electronic Loan Transfer) and do not require the student's signature. Because of federal regulations, the University may be unable to disburse loan funds to students until after drop/add, however, funds will be available to cover registration charges. Excess loan funds will be available approximately five working days after the last day to drop/add.

- e. **Note About Wire Transfer**

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.

f. Scholarship Checks

Donors may send a scholarship check to Student Accounts on behalf of the student. Scholarship checks should be made copayable to CAU and the student. If the scholarship check is copayable, the student must endorse the check in the Cashier'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 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 Student Accounts by the time fees are due.

g. Additional Notes

The student and his/her family are 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 contact Student Accounts for arrangements and procedures.

WITHDRAWALS AND CANCELLATIONS

Students who officially withdraw from the University during the first four weeks of a semester may be entitled to a partial refund of tuition. 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 program.

Federal Return of Funds Policy (previously known as the Refund and Repayment Policy) became effective the 2000-2001 academic year. This policy affects any student who completely withdraws for the semester and has Title IV Federal Financial Aid.

If the Financial Aid Office posts federal aid to the student's account and he/she withdraws from all classes, the Financial Aid Office may be required to remove some or all federal aid from his/her account and return it to the source. The amount of federal aid that will be removed depends on the date on which he/she withdraws during the semester. This policy deals with federal aid only and does not affect the student's charges. Students should contact the Student Accounts Office at (404) 880-8033 for further information on how their charges may be affected if they withdraw from all classes.

The federally mandated Return of Funds Policy governs the return of Title IV funds disbursed to students who complete the official withdrawal process. Federal Work-Study funds are excluded from this policy. Title IV funds applicable for graduate students include:

- Federal Stafford Subsidized and Unsubsidized Loans,
- Federal PLUS Loans,
- Federal Perkins Loans,

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. The period of time during which a student is enrolled determines the percentage of aid earned by him/her. A student who remains enrolled beyond the 60% point earns all aid 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 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.

Once the Return of Funds is calculated, the proceeds must be returned in the following order:

- Unsubsidized Federal Stafford Loan
- Subsidized Federal Stafford Loan
- Federal GRAD PLUS Loan
- Federal Perkins Loan Program

-
- Other Title IV Programs (except Federal Work Study)

Students receiving a Federal Stafford Loan have a legal obligation to contact their lending institution at the time of withdrawal or nonwithdrawal or nonenrollment. In addition, federal regulations require that the institution forward directly any monies owed back as repayment on the Federal Stafford Loan. In such cases, a student's account will be debited for the required amount, and the funds will be mailed to the lender by the University. If a student plans to return during the academic year, a new loan application must be submitted.

NOTE: Any student leaving the University for any reason is advised to contact the Office of Student Accounts, Student Loan and Collections, and Office of Financial Aid to ensure that all financial matters are handled properly. Financial aid applications must be renewed each year!

IMPORTANT DATES TO REMEMBER

March 1	Priority Deadline to submit FAFSA to the processor
April 1	All documents due in the Financial Aid Office for priority treatment
May 1	Online Award Notifications available
April 15	All documents must be in the Financial Aid Office for students applying for financial aid to attend Summer School.
June 15	Deadline to have all documents into the Office of Student Financial Aid for fall enrollment.

Clark Atlanta University does not discriminate on the basis of sex, race, color, age, religion, sexual orientation, national or ethnic origin, or physical handicap.

ENROLLMENT SERVICES AND STUDENT AFFAIRS

The Division of Enrollment Services and Student Affairs is the primary support area of Clark Atlanta University that is charged and organized with the responsibility for developing and implementing services, activities, and experiences that complement the student's academic experience as well as enhance their adjustment to and participation in University life. Hence, its purview is broad and concerned with nonacademic and academic aspects of University life. Enrollment Services and Student Affairs functions and activities involve fostering personal and social development, orienting new students to the University; offering opportunities for leadership development; providing residential facilities management, services and programs; assisting with postgraduation planning; academic advisement services; enrollment support and retention services; recruitment and admissions of new and transfer undergraduate and graduate students, providing a variety of student financial aid/planning services, and a registration and financial enrollment process that is hassle free and conducted in a highly technological environment.

The Division consists of the following areas: Undergraduate and Graduate Admissions, Registration and Records, Veterans Affairs, Student Financial Aid, International Students and Americans with Disabilities Act, University Counseling Center, Career Planning and Placement Center, Student Health Center, Residential Life, Student Activities, Student Center, Physical Fitness Center, Recreational and Intramural Sports, Academic Advising Center, Enrollment Support and Retention Services, Campus Ministry, Campus Volunteer Office, Student Judicial Matters, and Student Government Association.

GENERAL PRINCIPLES CONCERNING STUDENT WELFARE

Certain regulations have been formulated at the University which are deemed to be in the best interests of students and the institution. They are published in full in the current 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.

OFFICE OF THE DEAN OF STUDENT AFFAIRS

The Office of the Dean of Student Affairs in the Division of Enrollment Services and Student Affairs is the organizational division within Clark Atlanta University which is charged with responsibility for developing and implementing services, activities, and experiences that complement students' academic experience as well as enhance their adjustment to and participation in University life. The office's purview is broad and is concerned with nonacademic aspects of University life. The Office of Student Affairs functions and activities involve fostering personal and social development, orienting new students to the University, offering opportunities for leadership development, assisting with postgraduation planning, and providing career development services. Through its services and programs, The Office of Student Affairs promotes student development, enhances students' intellectual development, assists students in overcoming personal, physical, or educational problems and seeks to ameliorate environmental conditions that may negatively influence their welfare.

OFFICE OF THE ASSOCIATE DEAN OF STUDENT AFFAIRS

The Associate Dean of Student Affairs is principally responsible for the student service units of Student Affairs administration and student judicial affairs as they relate to the Student Code of Conduct, Men's Initiative Program, facilities, students' access to essential services and operations related to enrollment, as well as assists all University students and parents with the resolution of other issues. The Office of the Associate Dean of Student Affairs also provides services and assistance to international students and students with disabilities.

INTERNATIONAL STUDENT SERVICES

As a service to students studying in the institution while holding nonimmigrant visas, the Department of International Student Services provides specific and relevant information and programs. Within the University, the program serves as a liaison between nonimmigrant visa holders and the University departments which educate or wish to employ them. Outside of the University, the Associate Dean of Student Affairs serves as liaison between students and the U.S. Immigration and

Naturalization Service, the U.S. Information Agency, the U.S. and Georgia Department of Labor, sponsoring agencies, and foreign governments. Through International Student Services, students and employees can receive information on changes in immigration regulations, tax laws, social security requirements affecting non-immigrants, social activities on campus and within the Atlanta community, and notice of upcoming seminars of interest to the international community.

It is the University's desire that students from other countries develop friendships among their American counterparts rather than being isolated from the CAU community. Accordingly, the Department of International Student Services encourages international students to participate in regular University activities as well as those designed specifically for them. When appropriate, international students are invited to participate in activities by sharing practices from their cultures, countries, and religions in order to demonstrate the diversity of the campus community and to help American students learn about the countries and cultures of their fellow students.

The Department of International Student Services monitors the course load of students on nonimmigrant visas to ensure that they are enrolled in a full course of study during the academic year and to maintain records of F-1 students as required by the Code of Federal Regulations. Students requiring additional information should contact the Department of International Student Services.

STUDENT CENTER

The primary functions of the 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. It also maintains a clean, safe and relaxing environment for all constituents and provides competitive rates and excellent service to external organizations and individuals interested in renting or reserving banquet space and conference rooms for professional and personal functions and events. The hours of operation are 7:00 a.m. – 10:00 p.m., Sunday – Saturday; Office hours are 9:00 a.m. – 5:00 p.m., Monday – Friday.

FITNESS CENTER

The Fitness Center is a great place for students to interact and stay physically fit. It features a cardio/weight room with state of the art exercise equipment and an aerobics studio. The Fitness Center is located in lower Pfeiffer Hall. Only currently enrolled students, faculty and staff may utilize the facility. Students are required to present their current student I.D. each visit. The hours of operation are Monday - Friday, 10:00 a.m. - 8:00 p.m. and Saturdays, 10:00 a.m. - 6:00 p.m. Students may use University recreational facilities and areas, provided that such use does not conflict with University-scheduled programs and activities. These areas may be used daily except on Sunday when they are usually closed. When using these areas, students are expected to exercise discretion in conduct at all times and must leave facilities and areas clean and in order. Users will be charged for breakage beyond ordinary wear and tear.

CAREER PLANNING AND PLACEMENT SERVICES

CAU's Career Planning and Placement Center (CPPC) is a vital unit of the University and collaborates in projects with the Atlanta University Center's Career Planning and Placement Services office. CPPC services provide assistance to students in their search for permanent, internships, cooperative education, summer and/or part-time employment. Assistance is provided to students in preparing of resumes, learning interview techniques, and organizing /researching their employment search. CPPC services are designed to facilitate communication between students and employers. Other services rendered by the Career Planning and Placement Center include posting job notices, coordinating an annual on-campus career fair and on-campus interview opportunities, maintaining employer lists and sponsoring a variety of career development seminars and programs.

Career Planning and Placement Center in collaboration with the AUC Career Planning and Placement Services office has each year more than 300 companies recruit for potential employees by way of the AUC Annual Career Fair, Graduate and Professional Schools' Day and on-campus recruitment. Many organizations, which do not visit the campus, list job announcements with the CAU Career Planning and Placement Center.

Throughout the year seminars, workshops, and special events are conducted to provide students the opportunity to interact with representatives in both formal and informal settings, and to aid students in exploring career paths.

DISABILITY STUDENT SERVICES

Clark Atlanta University is committed to removing the barriers that deny individuals with Disabilities an equal opportunity to share in and contribute to the vitality of University life. The Americans with Disabilities Act of 1992 mandates access to public accommodations, services, transportation, and communication.

Services include, but are not limited to, the following:

- academic adjustments
- auxiliary aids and services
- student services
- mentorship programs
- readers
- scribes
- career counseling
- seminars
- priority scheduling
- tutorial services
- state and community resources
- disability parking

COMMUNITY SERVICES

The Office of Community Services provides opportunities for students to support the University's philosophy of volunteerism. Students can contribute to their communities, learn civic responsibility, and enhance their overall learning experience through volunteering in community service agencies.

Commuter Student Services

Services are provided for commuter students to access information for off-campus housing and to receive guidance regarding environmental issues surrounding selection of an off-campus residence. A list of resources and rental books are available to students.

STUDENT ACTIVITIES

Student Activities provide students with educational experiences beyond the classroom. Participation in substantive program activities affords students a variety of enjoyable and enriching experiences which will augment classroom instruction and better equip them to exercise their personal and citizenship responsibilities. Through clubs and organizations as well as cultural, social, recreational, leadership programming, and student life programs, student activities make available to students opportunities for leadership development and self-realization. All organizations on campus are nonprofit. There are more than 110 clubs and organizations, some of which include: Greek-letter organizations, NAACP, Pre-Alumni Council, State and Academic Clubs.

Student Government Association

Functioning under the name Clark Atlanta University Student Government Association (CAUSGA), student government ultimately is involved with the quality of student and University life. Its functions are varied; they provide a forum for the expression of student ideas, serve as intermediary between the student and the University community, promote intellectual dialogue, and secure student enrichment. The CAUSGA concerns itself with a range of activities and responsibilities, and its purposes are intimately related to all facets of campus life: (1) to promote the individual and collective interests of the student body; (2) to further the democratic process through student representation in institutional governance; (3) to cultivate student leadership and encourage student participation in all phases of institutional governance; (4) to convey students' views to the University faculty and administration; (5) to coordinate and develop student activities; (6) to promote good relations and communications among the students, the faculty, and the administration; and (7) to promote school spirit and traditions.

Chartered Organizations

Clark Atlanta has over (110) chartered organizations and numerous special interest clubs. Because many special interest clubs

reflect academic concerns, students find that involvement in such organizations enhances their understanding of their fields of study. All student organizations provide valuable insights into leadership skills, group dynamics and social interactions.

Fraternities and Sororities

The fraternities and sororities on Clark Atlanta's campus attract a relatively large number of students. Fraternities which have chapters on campus are Alpha Phi Alpha, Kappa Alpha Psi, Omega Psi Phi, Phi Beta Sigma, Kappa Alpha Psi, Iota Phi Theta. Sorority chapters are Alpha Kappa Alpha, Delta Sigma Theta, Sigma Gamma Rho, and Zeta Phi Beta. Each organization has a faculty or advisor and is supervised by the deans and the Panhellenic Council. No fraternities or sororities maintain residence facilities.

HEALTH SERVICES

In keeping with a holistic approach to health needs, the University seeks to promote both scholastic accomplishments and life enjoyments, to prevent incapacitating illness, and to render service as required based on needs assessment. The Student Health Center 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.

The University requires that students submit proof of immunization (measles, rubella, mumps, diphtheria, tetanus), and results of a current tuberculin skin test or chest x-ray. This information is required for all first-time entering students, transfers and international students prior to enrolling. Persons born prior to 1957 are considered immune and are therefore exempt from the immunizations requirement. However, these persons must submit results of a tuberculin skin test or chest x-ray. Further, it is necessary that any illness be reported 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. All nonemergency visits to the Student Health Center should be made when the student has no scheduled classes. Emergency medical care is available 24 hours a day when school is in session.

Student Health Center Hours*

Monday through Friday: 8:00 a.m. - Midnight Saturday and Sunday: 10:00 a.m. - 1:00 p.m.

Emergencies: Midnight - 8:00 a.m.

Physician's Center Hours:

Monday and Friday: 8:00 a.m. - 1:00 p.m.

Tuesday, Wednesday and Thursday: 8:00 a.m. - Noon Emergencies: 24 hours a day

* The Student Health Center is closed when the University is not in session.

Outpatient Service. Office treatment is provided free except for a minimal fee for medications. If the student's condition is such that outside consultation or treatment by a specialist is necessary, the Student Health Center staff makes referrals; however, the student bears all financial responsibility for such services. In cases of accidental injury, coverage is provided by the student's accident insurance or the University Athletic Department's budget as appropriate. The Student Health Center is not responsible for fees (medical) or expenses deriving from treatment rendered by any outside physicians.

Inpatient Service. The Student Health Center is equipped with semiprivate rooms for around-the-clock nursing care when necessary. Meals also are provided. Upon written request by the student, notices will be sent to instructors informing them of the student's confinement (see "Illness Excuse Regulation" below).

Illness Excuse Regulation. A written statement informing an instructor that the student is to be excused from class due to illness will be issued only under the following circumstances:

1. A student has been hospitalized for treatment or confined to the Student Health Center.
2. A student has been ill at home or hospitalized and presents a document from a physician verifying the illness.

Students who are too ill to attend classes are advised to report in person Student Health Center for evaluation and disposition. Except for unusual circumstances, absence excuses will not be given to students who do not present

documentation from a licensed health care provider or who have not visited the Student Health Center.

Eligibility for Treatment. Only full-time students of Clark Atlanta University are eligible for treatment. All students coming to the center for any medical needs must present their University identification card at the time of visit and must have the required health documents on file.

Insurance Coverage. All resident and international students are insured for the period for which premium has been paid, including interim vacations. Coverage begins at midnight on the date of enrollment in the program and terminate at the close of the school term.

DINING SERVICES

We kick off each semester with a delicious menu of dining options that will make your academic experience even more enjoyable. We have designed facilities to accommodate all your dining needs with food variety, customer service and added convenience. The University provides the following five (5) unique meal plans that are available to all students:

Panther Platinum: 21 meals a week plus 25 flex dollars - This ultimate plan is designed for people who like to dine frequently on campus. “Best Value”

Panther Gold: 14 meals a week plus 50 flex dollars – A traditional meal plan that allows a student some flexibility. Students can choose any 14 of the 21 meals served during the seven-day period.

Panther Silver: This plan is designed to allow a choice of any 10 meals of the 21 served during the seven-day period. Excellent for students that will not be on campus during the weekends!

Block 50: This flexible plan is designed for students who desire to choose any 50 meals throughout the entire semester. Excellent for commuter students!

Block 25: This plan is also used for the student who occasionally dines on campus and may choose any 25 meals throughout the semester.

Student Publications

The Student Publications at the University consist of the Panther Newspaper and Yearbook. The publications provide an avenue for students to document student life and to voice their opinions. The skills that are acquired often are applied in a work environment upon graduation. Involvement with publications provides a fun-filled and intellectually enriching environment where the students learn and grow in their overall college experience.

UNIVERSITY COUNSELING CENTER

The University Counseling Center (UCC) is a comprehensive counseling and assistance facility providing personal, psychological, academic, career and student development services and resources to all CAU students. The center offers individual and group counseling, drug and alcohol prevention counseling, and an array of personal/social development programs.

To meet its charge, the UCC staff consists of a director, psychologist, counselors, and support staff who serve both undergraduate and graduate students during their matriculation through Clark Atlanta University. The UCC staff has been carefully selected to provide students with a counseling center which is responsive to their individual needs and which coordinates and implements programming aimed at fostering the students’ total development.

The UCC is open Monday through Thursday, 9:00 a.m. to 7:00 p.m. and Friday 9:00 a.m. to 5:00 p.m. Students may make their own appointments, or may be referred by University administrators, faculty, staff, or other interested parties. All services are confidential.

Campus Security

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. The Clark Atlanta University Public Safety 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. Students are expected to be knowledgeable of and to observe all rules designed to protect persons and property.

Security measures that must be followed 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

ORIENTATION

The Orientation Program is designed to assist students with their transition to the University. Students are introduced to the CAU culture and traditions, and receive academic advisement. The Orientation Program helps prepare students for their first semester as well as subsequent years at Clark Atlanta University.

Recreation and Intramural Sports

A diverse program of recreational and intramural sports activities provided for students, faculty, and staff includes 1) extramural sports with structured tournaments, contests and meets (i.e., flag football, 5 on 5 basketball, softball, tennis, double dutch and kickball); 2) outdoor recreational programs and activities that provide students with opportunities to experience new challenges (white-water rafting, rock climbing, snow skiing); and 3) fitness programs that provide opportunities in personal exercise and aerobics. A current schedule of activities can be obtained for the Student Center Management Office or the Recreation Room located in the Student Center.

RELIGIOUS LIFE

Although Clark Atlanta University is not a church-administered institution, it enjoys a close relationship with the United Methodist Church, which is among the University's financial supporters. Clark Atlanta does not seek to convert students to Methodism. However, through the University's ministry, students can find avenues to seek a faith that will provide relevance to modern life and current issues.

Many opportunities are available on campus for formal and informal worship. Increasingly, new means are employed to make worship more meaningful to students, such as the use of film, classical and modern music, dance, drama, and graphic arts. In addition, serious discussions of ethical and philosophical questions are encouraged through organized "rap sessions" in the residence halls and through various other channels.

Worship also takes the form of service to other human beings. The University ministry guides students to religious and social agencies off campus which need their talents. Opportunities for useful service are almost unlimited in Atlanta.

Athletics and Recreational Facilities

The University's Intramural and Intercollegiate Athletics programs afford students an opportunity 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 football, tennis, basketball, baseball, volleyball, and track and field compete with teams from the various colleges throughout the area. The University holds membership in the Southern Intercollegiate Athletic Conference and the National Collegiate Athletic Association.

Students may use University recreational facilities and areas provided that such use does not conflict with University-scheduled programs and activities. These areas may be used daily except on Sunday when they are usually closed. When using these areas, students are expected to exercise discretion in conduct at all times and must leave facilities and areas clean and in order. Users will be charged for breakage beyond ordinary wear and tear.

RIGHTS AND STANDARDS FOR PERSONAL CONDUCT

Clark Atlanta University endorses academic freedom – freedom to teach and freedom to learn; freedom to think, freedom to speak, freedom to write, and freedom to publish. The institution also endorses American citizenship freedoms, including freedom of peaceful assembly, freedom of the press, and freedom to petition for redress of grievances.

Clark Atlanta University 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.

DUE PROCESS

A student accused of a serious offense is notified in writing of the specific charge before the case is considered. He or she is 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."

POLICY ON DRUG-FREE ENVIRONMENT

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 nonexempt 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.

ACADEMIC SERVICES

Clark Atlanta provides a number of academic services that support the University's students and academic programs. These services are provided through support facilities such as the library, computer facilities, and instructional resources facilities. Academic programs are further enhanced by interinstitutional agreements, affiliated organizations, and the Summer School.

ROBERT W. WOODRUFF LIBRARY

The world's oldest educational consortium serving historically black colleges and universities, the Robert W. Woodruff Library of the Atlanta University Center, Inc., is an imposing monument to knowledge and enlightenment. The Woodruff Library has been an active participant in the intellectual and social life of the Atlanta University Center since its opening in 1982, fully supporting the teaching and learning missions of four unique, but culturally and geographically linked, institutions of higher learning—Clark Atlanta University, Interdenominational Theological Center, Morehouse College, and Spelman College. Throughout the three levels of the 220,000-square-foot-facility are an estimated 1,500 reading stations (136 closed carrels for research and intensive study by faculty and graduate students, 468 open-study carrels, and facilities for the disabled) serving a variety of research and study needs. In addition, the Virginia Lacy Jones Exhibition Hall, with a capacity of up to 500 in theater-style seating, accommodates student-, faculty-and library-sponsored cocurricular programs and exhibits open to the entire AUC community.

A renovation set to begin in Spring 2009 will further maximize space usage, enhance technological and digital resources and create an aesthetically pleasing academic and social environment designed specifically to meet the needs of the 21st century information seeker. When completed in fall 2010, the "new Woodruff" will be a technology-infused, intellectual and social hub that supports teaching and learning excellence in the digital age. Conceptual plans call for a main-level learning commons with full wireless access, a media presentation center, additional meeting and seminar rooms for collaborative study and comfortable furnishings that easily adapt to student and faculty needs for concentrated individual research or group interaction. In addition, the Archives & Special Collections reading room and exhibit spaces will be upgraded and seminar rooms added to enhance use of primary resources in teaching and research.

Nearly 100 librarians and support staff work to ensure that the Woodruff Library is a safe, efficient and effective learning environment that complements and supports the academic programs offered by its member institutions. Librarians offer engaging and skill-building orientation and instruction programs, working closely with faculty to develop expansive and relevant print and electronic collections. Holdings include: 383,000 print volumes; 43,000 electronic books; 35,000 bound periodicals; 1,500 current periodical subscriptions; 7,000 videos, DVDs and CDs; and more than 200 electronic databases. Electronic resources are accessible via the Library's 250 public workstations and remotely through Internet browsers. The Archives and Special Collections Department is noted for its extensive holdings of materials on the African-American Experience, including the John Henrik Clarke Africana and African-American Collection and materials in the Henry P. Slaughter and Countee Cullen Memorial collection of graphic and performing arts. In addition, at the request of Morehouse College, for which Woodruff serves as the academic library of record, the Woodruff Library of the AUC 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 preparation of the collection for scholarly access.

The Woodruff Library provides access to both print and electronic materials that support teaching, study and research within the Atlanta University Center. The Library has a well-developed computer telecommunications infrastructure that allows users to obtain information electronically and enables qualified library staff to help students and faculty successfully locate, evaluate and use resources that support their academic endeavors. The Library also participates in resource sharing programs. Membership in ARCHE (the Atlanta Regional Consortium of Higher Education) provides

faculty and students with access to the collections of nineteen area libraries.** Other consortial memberships include: Georgia Library Learning Online (GALILEO), a statewide virtual resource network; the Southeastern Library Network (SOLINET); the Online Computer Library Center (OCLC), and the HBCU Library Alliance.

**Members of the Atlanta Regional Consortium for Higher Education (ARCHE) are: Agnes Scott College, Atlanta College of Art, Atlanta History Center, Atlanta-Fulton Public Library, Brenau University, Clayton College and State University, Columbia Theological Seminary, Emory University, Georgia Department of Archives and History, Georgia Institute of Technology, Georgia Public Library Service, Georgia State University, Institute of Paper Science and Technology, Jimmy Carter Presidential Library, Kennesaw State University, Mercer University (Atlanta Campus), Oglethorpe University, Robert W. Woodruff Library of the Atlanta University Center, Southern Polytechnic State University, and State University of West Georgia.

CAU ART GALLERIES

The University owns approximately 500 works of art, including what is perhaps the most extensive collection of contemporary African-American Art in existence. The art collections have grown through gifts and by virtue of the purchase of prizes offered from 1942 to 1970 by the Atlanta University Annual Exhibitions. In addition to the prestigious African-American Collection, the University's art collections include works by other representative American artists and a collection of African art and Africana. A portion of the collections is displayed regularly in the Catherine Waddell Gallery located in Trevor Arnett Hall. The gallery and many works in the collection are the gift of Mr. Chauncey Waddell of New York, a former trustee of the Atlanta University.

The African-American Art Collection

The African-American Collection came into being as a result of annual art competitions inaugurated by Hale Woodruff. The purpose of the exhibitions, which continued from 1942 to 1970, was to afford black American artists, who had at the time few opportunities to exhibit, a forum in which to display their work. Purchase prizes were awarded in various categories and the University (then Atlanta University) gradually came into possession of a considerable collection. Close to 900 black artists from all over the country participated in the annual exhibitions during those years. The works of some 155 of them became part of the present collection.

Each year the annual exhibition was awaited with great anticipation by both black artists nationwide and the Atlanta arts community. For the artists, the Annuals established aesthetic criteria by which they judged themselves as "having made it" or "having arrived." It became the equivalent of having one's work shown in a reputable museum. According to Margaret Burroughs, founder of the DuSable Museum of Chicago and cofounder of the National Conference of Artists, "We would not have developed to where we are without the Atlanta Annuals."

Overall the Annuals brought to the permanent collection 291 paintings, prints and sculptures by such leading artists as Charles White, Jacob Lawrence, Elizabeth Catlett, Ellis Wilson, William Artis, Lois Mailou Jones, John Wilson and many others. Through periodic purchases and gifts of benefactors and artists, the University also acquired works by Henry Ossawa Tanner, William H. Johnson, Romare Bearden, William Edouard Scott and Archibald Motley, Jr.

Given its historical significance and volume (it is the largest collection of art by black Americans spanning the years 1942-1970), the Collection has become a celebrated community and national patrimony.

The Contemporary Art Collection

The University is the grateful recipient of valuable gifts in its contemporary collection. Chauncey Waddell, a former Trustee of Atlanta University, presented to the University a collection of 80 works by notable Euro-American artists, including Eugene Higgins, Will Barnet, John Marin, Isabel Bishop, I. Rice Periera and Edwin Dickinson. These works are exhibited at the University and have been lent to a number of museum exhibitions.

The African Art Collection

A sturdy collection of African art from a variety of donors makes it possible for the University to present to the visitor examples of the art of West Africa along with some significant pieces of innovative East African art. A few objects of Central African art are also held by the University.

The "Art of the Negro" Murals

Housed in the atrium of Trevor Arnett Hall are the "Art of the Negro" murals painted by Hale Woodruff in 1952. Consisting of six panels on canvas, the murals depict the cultural art history of Africa and other tribal art forms which

subsequently impacted upon Western art. Explicit attention is given to the emergence and presence of the visual artists in the African diaspora. The “Art of the Negro” series is considered among the more outstanding murals in the American art tradition.

THE INSTRUCTIONAL MEDIA CENTER

The Instructional Media Center, housed on the third floor of McPheeters Dennis Hall, in the Academic Instructional Technology Center (AITC) area, provides audiovisual services for CAU faculty, staff and students. Services include provision of educational media resources (hardware) and software (provided by AITC) materials for design, production, presentation and instructional applications; Audiovisual training; workshops conducted by AITC; consultation; previewing of media materials; and video documentations.

SUMMER SCHOOL

The courses offered by the University, graduate and undergraduate, are of the same standards as those offered in the regular session and carry the same credit. The Summer School operates on an eight-week session plan. A schedule of courses is published for the Summer School with full information on admissions, programs, costs and financial aid. Inquiries should be made to the Director of the Summer School.

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 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, which is available at <http://www.ornl.gov/orise/resgd.htm>, or by calling either of the contacts below.

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:

Ronald Mickens, Fuller E. Callaway Distinguished Professor of Physics

Monnie E. Champion

ORAU Corporate Secretary (865-576-3306) or

Visit the ORAU Home Page (<http://www.ornl.gov>)

INSTITUTES AND CENTERS

Recognizing that problem-solving strategies cannot be studied adequately by a single discipline, the University has established centers and institutes to stimulate University-wide interdisciplinary scholarship and public service. Each center is designed to encourage innovative and collaborative basic and applied research and training through selected and interdisciplinary themes.

An institute provides support service for heterogeneous assortments of projects and serves as a formal link between the

academic community and the professional community in the areas of focus. A center focuses on a more specialized field and is generally a subsidiary of an institute.

Institutes and centers do not offer credit courses or degree programs, nor do they have faculty exclusively of their own; faculty members may hold joint appointments in a school and an institute as a result of their substantial commitment to the institute's programs.

Institutes and centers respond to graduate teaching and research initiatives from the AUC consortium faculties and initiate projects of their own design. They respond to private corporations, foundations, and federal agencies in defining problems, proposing solutions, conducting research, and demonstrating the feasibility of alternative courses of action.

Activities of institutes and centers include applied and basic research, seminars, conferences, workshops, community dialogues, and continuing education programs.

ACADEMIC STANDARDS AND REQUIREMENTS

ACADEMIC STANDARDS

Full-Time Study

Full-time study is defined as registration or completion of no fewer than 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 their residency, all course credit hour requirements, research credit hour requirements, who are engaged on a full-time basis in research activities requiring faculty supervision and are registered for a minimum of three (3) semester credit hours of research or thesis or dissertation consultation are classified as full-time students. Students who are registered for a three (3)-semester credit hour research, thesis, or dissertation consultation must fill out a "Certification of Full-Time Status" application with their major department and it must be submitted to the Office of the University Registrar for certification."

Students who have completed their research work but are engaged in writing a thesis or dissertation must register for at least one (1) semester hour of the dissertation consultation each semester inclusive of the summer term until the thesis or dissertation has received final approval. Students registered for fewer than three (3) semester hours for thesis or dissertation consultation are not classified as full-time students.

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

Except in the School of Business Administration, any student carrying a load beyond twelve (12) semester hours must have the approval of the dean. In the School of Business Administration, a student carrying a load beyond fifteen (15) semester hours must have the approval of the dean.

Part-Time Study

With the exception of students engaged primarily in research as noted above, students enrolled for less than the minimum required semester credit hours are classified as part-time students.

Class Attendance

Requirements for class attendance are determined by schools, departments, and/or faculty members.

Transfer Credits

Transfer credits may be accepted as follows: master's and specialist's degree programs— maximum of up to one-fourth of the maximum semester hours required in the given program may be acceptable.

Doctoral Degree Programs – maximum of up to one-third of the maximum semester hours required in the given program may be acceptable. Credit for work earned at another institution must be determined prior to the qualifying examination and approved by the department chair and/or dean of the school. When credit earned elsewhere is permitted, a part of the

qualifying examination is devoted to the testing of the student's mastery of the subjects involved. It is through the qualifying examination that transfer credit is validated.

Grading System

1. The graduate grading system at the University uses the following grades: A, B, C, P, F, I, P*, F*, AU, IP, T, and W.

A grade of "C" must be offset by a grade of "A" in a course or courses acceptable to the dean or department chair totaling the same number of or more graduate credit hours.

A grade of "P*" may be given for passing work in certain specified seminars or supervised experience, and for noncredit courses which are accepted in lieu of certain University requirements for the master's degrees, such as French for Graduate Students, German for Graduate Students, and Spanish for Graduate Students. This grade indicates that the student has presented enough work to warrant the awarding of a passing grade. A grade of "P*" is used for noncredit courses. A grade of "P*" or "F*" is not computed in the grade point average.

A grade of "F" indicates failure and carries no credit, but is counted in computing the grade point average until the course is repeated and a passing grade earned. A student who earns an "F" in a required course must repeat the course and earn a passing grade.

A mark of "I" indicates that the student who desires course credit has not submitted all the evidence required for a qualitative grade and has made satisfactory arrangement with the teacher involved to complete the remaining portion of the work before the end of the next semester if the student is in residence during the semester immediately following the semester or summer session in which the mark of "I" was given. If the student is out of residence during the succeeding semester, the "I" must be removed within twelve months of the date on which it was given. If "I" is given during the summer session to a student who is attending the University only during summer sessions, it must be removed within twelve months of the ending date of the summer session in which it was given.

The faculty member must submit to the department chairperson a statement stipulating (a) why the "I" is given, (b) the grade earned on the work completed, and (c) the percentage of the final grade dependent upon missing work. If the "I" is not changed by the faculty member by the end of the next semester in which the student is enrolled or within twelve (12) months (whichever is earlier), the staff of the Office of Records and Registration will change the "I" to "F."

Certain courses designated in advance may carry a grade of "IP" (in progress).

A mark of "AU" (audit) is used when the student wishes to register for a course but does not desire to earn credit in it. The student must make arrangement at the time of registration with the teacher involved for the awarding of a mark of "AU." An "AU" once entered on the student's official record may not be changed. Courses in which a student receives a mark of "AU" yield no academic credit. No stigma is attached to the mark "AU."

Persons not enrolled in a degree program may be admitted to class as auditors provided they submit the appropriate application, receive the written permission of the dean of the school and the department and pay the required fees. Regularly enrolled students may also audit courses with the consent of individual instructors and payment of required fees. Auditors do not receive degree credit. A mark of "AU" may be earned. Auditors are not permitted to take a credit examination on work audited. However, courses previously audited may be taken for credit.

The mark of "W" indicates that a student officially withdrew from a course not later than the date of midterm of any academic term published in the catalog. Students withdrawing after midterm are awarded a grade of "F."

2. The minimum standard for graduate work leading to a degree is a B average. The grade scale for graduate courses is: 4.0-A, 3.0-B, 2.0-C, below 2.0-F. The grade point average (GPA) is computed by dividing the total number of semester hours carried into the total number of quality points earned.
3. When a student accumulates nine (9) graduate semester hours of "Cs" not offset by "As" in an academic year

program, or fifteen (15) hours in a two-year program, he or she will not be retained by the University.

4. No consideration will be given to plus or minus appended to a grade.
5. A student may be dismissed from the University for unsatisfactory performance on the recommendation of any department or school of the University. The University Registrar certifies all dismissals.
6. Student appeals must proceed from the faculty member to the department chairperson, school dean, Dean for Graduate Studies, and Vice President for Academic Affairs, respectively.

MINIMUM ACADEMIC STANDING

1. A student must maintain a cumulative grade point average of 3.00 in order to be in good standing. A student whose cumulative grade point average falls below 3.00 with the results of a given semester is placed on academic probation in the following semester of enrollment.
2. Individual schools and departments with the approval of the Dean of Graduate Studies and their school dean may establish additional grade-point requirements which will be published in the appropriate Student Handbook.

DEGREE REQUIREMENTS

In addition to the following general requirements, each school and department may prescribe specific requirements in accordance with its program goals and objectives. Students should consult the entries under the appropriate school and department.

GENERAL REQUIREMENTS FOR THE MASTER'S DEGREES

The following requirements must be fulfilled before a student is eligible to receive a master's degree:

1. Residency—The minimum residence requirement is two 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 policy of the department or school.
2. Semester Hours/Transfer Credits Requirement—At least thirty (30) semester hours of graduate work at the University are required. Regulations governing transfer credits are as follows:
 - a. Transfer credits up to one-fourth of the maximum required in a given program may be acceptable; however, individual schools or departments may have further restrictions.
 - b. Credits must have been earned in graduate-level courses at an accredited university.
 - c. A grade of A or B is required (P grade not acceptable).
 - d. Credits must be no more than four (4) years old at the time of admission to the degree program.
 - e. The courses to be transferred must be appropriate for courses in the curriculum of the degree to be earned.
 - f. The department may require an examination as a demonstration of knowledge of the appropriate materials and skills.
 - g. It is the responsibility of the department and the school to ascertain that all of the above conditions have been met.
 - h. Students who wish to receive credit for graduate work done at another institution during the course of their Clark Atlanta program must receive prior approval of the School Dean.
3. Examinations—University- and school-required examinations must be satisfied within time periods specified.
4. Time Requirement—All requirements for the master's degree must be completed within five (5) calendar years of the date of matriculation. Work completed outside the five-year period may not be considered. Students required to enter the armed services will be given a grace period equivalent to the length of time spent in the armed services.
5. Communications Skills Certification Requirement—Each school sets its own standards for communications skills and certifies to the Dean of Graduate Studies that its graduates have met them.

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6. Thesis Requirement—Graduate student scholarship is normally concluded by a satisfactorily completed thesis for the master's degree. The University authorizes individual schools to require theses for specific disciplines. Theses must be submitted to the dean's office in accordance with deadlines specified in the University Catalog. Theses subjects are approved by standards and schedules established by the relevant department. The University accepts up to a maximum of six (6) semester hours of graduate work in any semester for the research connected with the writing of the thesis. In no case, however, does such credit reduce the number of other course hours required for graduation. The mandatory format, deadlines and components of all thesis manuscripts are specified in the official Clark Atlanta University Thesis and Dissertation Guide, which is available in the Office of Graduate Studies, and is available at www.cau.edu.
 7. Application for the Degree—Admission and registration—does not of themselves certify the applicant for a degree. Students who have satisfied all undergraduate prerequisites, the required University and departmental examinations, and demonstrated their ability to do major work of graduate character may be certified for the degree in the semester or summer session in which they expect to complete their school and/or departmental requirements.

Prior to the semester in which graduation is expected, students must file an application for graduation in the Office of the Registrar to facilitate the University's preparation for granting the degree upon the certification by the school dean during the semester by the date published in the Catalog. 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.

The Communications Skills Certification requirement must have been met and all required University examinations must have been passed prior to the date in the University Calendar for filing for candidacy during any semester or summer session.

The schools certify candidates to the Office of Graduate Studies. Applications for graduation must be made on forms provided for this purpose. These forms may be obtained from the Office of the University Registrar, and applications must be on file on or before the date stated in the University Calendar.

Additional qualitative and specific requirements for the degree may be prescribed by any department or by any faculty of the schools of the University.

GENERAL REQUIREMENTS FOR THE SPECIALIST DEGREES

Programs of study at the sixth-year level are offered by the School of Education leading to the Specialist in Education degree (Ed.S.). Minimal requirements are listed below:

1. **Admission:**
 - a. Documents to be filed with the Director of Admissions:
 - 1) letter of intent which indicates the desired area of study and describes the applicant's professional goals and qualifications for admission to the program
 - 2) completed application form
 - 3) three letters of recommendation, including at least two from professors in the applicant's major field of graduate study
 - 4) transcripts of all undergraduate and graduate work
 - 5) master's degree from an accredited institution
 - 6) qualification for the fifth-year certificate in the area in which the applicant plans to study for the Specialist degree
 - 7) grade point average of 3.0 in the most recently completed degree program
2. **Residency:** The minimum residence requirement is two semesters of full-time enrollment.
3. **Semester Hours/Transfer Credits Requirements:** Regulations governing the transfer of credits are the same as for the master's degree.
4. **Time Requirement:** Regulations governing the time required for completion of the specialist degree are the same as for the master's degree.

5. **Research Requirement:** Completion of a research project is required. The student's report must furnish evidence of intellectual mastery of a specified area of investigation and provide proof of high skill in research and scholarship.

6. **Final Examination:** The final oral examination includes a defense of the research project. The department concerned determines whether a written examination will also be required.

The final examination should be administered no later than five weeks before the Commencement at which the degree is to be conferred.

7. **Application for Degree:** Prior to the semester in which graduation expected, students must file an application for graduation with the Dean of Graduate Studies to facilitate the University's preparation for granting the degree upon the certification by the school dean that all requirements for the said degree have been met, or will be met during the semester by the date published in the catalog. This application valid only for the semester for which it is designated. The deadline is published in the catalog.

Specific requirements prescribed by the various schools and departments are listed under their individual entries in this or other of publications.

GENERAL REQUIREMENTS FOR THE DOCTORAL DEGREES

The doctoral degree is awarded for high quality of academic achievement; mere fulfillment of quantitative requirements in terms of courses and hour time in residence does not qualify a student to receive the degree. Minimal University requirements are:

1. Admission:

a. Documents to be filed with the Director of Admissions

- (1) letter of intent which indicates the desired area of study (biology, chemistry, educational administration, international affairs and development, social work, guidance and counseling, political science, humanities, chemistry or systems science) and provides a description of basic philosophy and life goals, a statement which reveals how the chosen area of study will facilitate the achievement of those goals, and reasons for selecting Clark Atlanta University
- (2) completed application form
- (3) three letters of recommendation, including at least two from professors in the applicant's major field of concentration
- (4) transcripts of all undergraduate and graduate work

b. Prerequisites:

- (1) a baccalaureate degree from a regionally accredited American institution, or from a foreign institution of comparable quality
- (2) a grade point average of 3.0 in the most recently completed degree program; conditional admission may be granted to students, with less than a 3.0 average but who otherwise show excellent promise
- (3) an undergraduate transcript showing sufficient preparation of advanced work in the relevant major or minor fields; undergraduate preparation must be broad enough to provide an adequate foundation for graduate work

2. **Residency:** The minimum residence requirement is three semesters of full-time enrollment, two of which must be contiguous academic year semesters.

3. Semester Hours/Transfer Credits Requirement:

- a. Students must earn a minimum of seventy-two (72) graduate semester hours of credit for the doctorate. At least forty-eight (48) semester hours of the required total must be earned at Clark Atlanta University.
- b. Regulations governing transfer credits are as follows:
 - (1) Transfer credits up to one-fourth of the student's graduate program may be acceptable; however,

individual schools or departments may have further restrictions.

- (2) Credits must have been earned in graduate-level courses at an accredited university.
- (3) A grade of "A" or "B" is required ("P" grade not acceptable).
- (4) Credits must be no more than four (4) years old at the time of admission to the degree program.
- (5) The Office of Admissions is responsible for verifying the date, grade and accreditation status of the credits submitted for transfer.
- (6) The courses must be appropriate for the curriculum of the degree to be earned.
- (7) The department may require an examination as a demonstration of knowledge of the appropriate materials and skills.
- (8) Each department is responsible for verifying to the Dean that the courses are appropriate for the degree curriculum and that, when necessary, appropriate tests have been administered and passed.
- (9) Students who wish to receive credit for graduate work done at another institution during the course of their Clark Atlanta program must receive prior approval of the School Dean.

4. Time Requirements:

Doctoral candidates must complete all degree requirements within five (5) years from the end of the semester by which they passed all required departmental and/or academic unit examinations and have their dissertation topics formally approved. From the time of matriculation doctoral candidates must complete all degree requirements within a maximum of ten (10) years.

5. Candidacy for the Degree:

A student is formally admitted to candidacy upon application duly submitted and approved by both the chairperson of the student's major department and the dean of the school concerned. As prerequisites for consideration for admission to candidacy, the student must have passed a qualifying examination administered by the major department and have submitted a dissertation proposal that has been accepted and approved by the major department and the dean.

Students who have completed all requirements for admission to candidacy for a degree in their school and department must submit an application for admission to candidacy to the Dean of Graduate Studies no later than the last week of the semester before the one in which all work for the degree is to be completed, or no later than the deadline date published in the catalog. Admission to candidacy is upon the recommendation of the dean of the school and the certification of the University Registrar. Admission to the University or a school does not constitute admission to candidacy for a degree.

The Office of the University Registrar certifies to the respective school that according to the student's official transcript he or she has met the program's requirements for candidacy filed officially with the Dean of Graduate Studies.

Prior to the semester in which graduation is expected, students must file an application for graduation with the Dean of Graduate Studies to facilitate the University's preparation for granting the degree upon the certification by the school dean that all requirements for the said degree have been met, or will be met during the semester by the date published in the catalog. This application is valid only for the semester for which it is designated. The deadline is published in the catalog. Specific requirements prescribed by the various schools and departments are listed under their individual entries in this or other official publications.

6. Qualifying Examination:

The qualifying examination must be undertaken at least one academic year prior to the time when the degree is expected to be conferred and not earlier than the completion of two academic years of graduate work.

The preparation and administration of the examination 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. In addition, the examination is an inquiry into the student's mastery of bibliography and powers of bibliographic criticism. Further, the examination gives particular attention to subjects or courses taken in other institutions for which transfer credit has been proposed. The examination is given at least twice during the academic year at times specified by the individual departments.

A Qualifying Examination Committee appointed for each prospective doctoral candidate in addition to preparing and administering the examination recommends subsequent programs of study, if any, to be undertaken and also inquires into the feasibility of the proposed dissertation. The proposal must indicate that the dissertation will be concerned with a well-defined problem which will lend itself to a study of reasonable length and scope and which represents a synthesis and evaluation of materials and is not a mere compilation of data.

7. Research Tools:

Students must demonstrate competence in two foreign languages, or such other research tools as designated by their major department. The foreign language and/or research tool requirement must be satisfied prior to admission to candidacy.

Reading knowledge of the foreign languages is tested by the Foreign Language Department of the School of Arts and Sciences. These examinations measure the ability to read selected passages from the literature of the major subject.

8. The Dissertation:

Upon approval of the dissertation proposal, the candidate is assigned a committee to supervise the dissertation. A committee includes a chairperson and at least two other faculty members.

The candidate must complete a dissertation which provides well-written evidence of the intellectual mastery of a specified area of original investigation and abundant proof of high skill in research and scholarship.

The mandatory format, deadlines and components of all dissertation manuscripts are specified in the official Clark Atlanta University Thesis and Dissertation Guide, which is available in the Office of Graduate Studies.

9. The Final Examination:

The final oral examination includes a defense of the dissertation. The department determines whether a written examination will also be required. The final examination should be administered no later than five weeks before the Commencement at which the degree is to be conferred.

GRADUATE STUDIES

GRADUATE STUDIES OFFICE

Kresge Hall, Room 101

Telephone: 404-880-8742/8736

MISSION

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 designed to search for truth, to transmit knowledge, to encourage creative research and to 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.

PROGRAMS

The University offers thirty-seven (37) graduate and professional degree-granting programs in fifteen (15) departments in the School of Arts and Sciences; four (4) departments in the School of Education; the School of Business Administration, and the School of Social Work. The University offers, in cooperation with other colleges and universities in the Atlanta University Center, a limited number of graduate courses which are open to qualified juniors and seniors and five-year accelerated B.S./M.S. programs in selected disciplines.

Courses leading to the Doctor of Philosophy (Ph.D.) degree are offered in biology, chemistry, political science, and social work planning and administration and system science. The Doctor of Education (Ed.D.) degree is offered in educational leadership; and the Doctor of Arts (D.A.) degree is offered in the humanities. The Educational Specialist (Ed.S.) degree in educational leadership is offered in the School of Education.

SCHOOL OF ARTS AND SCIENCES

OFFICE OF THE DEAN
Sage Bacote Hall, Room 103
Telephone: 404-880-6770

The School of Arts and Sciences is committed to the educational mission of Clark Atlanta University and *utilizes* its resources in the achievement of this mission. This it does by creating and maintaining a cultural and academic milieu in which students and faculty may fully develop their individual potentialities as human beings, leaders, scholars, teachers, and productive members of society. In this environment, the four Divisions of the School provide the highest quality in instructional programs designed to achieve the specific goals which are peculiar to their mission.

The Division of Natural and Mathematical Sciences offers instructional programs which afford students opportunities for rigorous learning and research experiences necessary for productive careers in teaching and/or research and which prepare them also for more advanced study in their fields of interest. These programs are structured to provide students with the motivation and opportunities to become competent support personnel in educational institutions, in industry, in governmental agencies and laboratories. Within the Division, accelerated BS/MS degree programs are offered in Biology, Chemistry, Computer and Information Sciences, Mathematical Sciences, and Physics. Descriptions of these programs are provided under the respective departmental listings in the undergraduate catalog.

The Division of Social Sciences provides its students with the knowledge, skills, tools and sensitivities to recognize, resolve or ameliorate problems caused by the increasing pace of social and political change. It prepares superior students to assume leadership roles in social and governmental agencies, in educational institutions, and in the communities in which they live and work. It focuses attention upon the problems of black, poor and oppressed peoples and attempts to foster in students the desire to seek solutions to these problems. It places special emphasis upon a black perspective in identifying and dealing with problems arising from the crucial pressures of our complex and changing society.

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 and African-American, English, French and Spanish cultures, especially literature and languages. 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 and African-American Studies, English, History, Humanities and Foreign Languages. 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.

The Division of Communication Arts enables undergraduate students to examine the mass media's impact on social, economic, political, and cultural aspects of society. Through courses which explore the nature, influence, and potential of the media, the division provides students a critical and technical understanding of the media which can apply in their everyday lives. The curriculum prepares students for careers in the mass media as well as in entertainment, politics, personnel management, advertising, education, business, public relations, public service, and civil service. Currently there are no graduate programs in this division.

Graduate Programs of Study

The degrees conferred by the School of Arts and Sciences are:

1. Master of Arts in
 - African and African-American Studies
 - Africana Women's Studies
 - Criminal Justice Administration
 - English
 - Foreign Languages
 - History
 - International Affairs and Development
 - Political Science
 - Sociology

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2. Master of Public Administration
 3. Master of Science in
 - Biology
 - Chemistry
 - Computer and Information Sciences
 - Mathematics
 - Physics
 4. Doctor of Arts in Humanities (with concentrations in)
 - African and African-American Studies
 - Africana Women's Studies
 - English
 - Foreign Languages
 - History
 5. Doctor of Philosophy in
 - Biology
 - Chemistry
 - International Affairs and Development
 - Political Science Systems Science

Communications Skills and School Certification Requirements. 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.

DIVISION OF HUMANITIES

**DEPARTMENT OF AFRICAN-AMERICAN STUDIES/
AFRICANA WOMEN'S STUDIES
McPheeters-Dennis Hall, Rooms 1 and 11
Telephone: 404-880-6810/8899**

The Department of African-American Studies/Africana Women's Studies offers two master's degree programs: the Master of Arts degree in African-American Studies and the Master of Arts degree in Africana Women's Studies. In addition, the department offers course work leading to the Doctor of Arts in Humanities degree with a concentration in African-American Studies and/or in Africana Women's Studies. Students in both degree programs may take courses in both concentrations.

The year 1969 was the founding date for the African-American Studies Program and 1982 was the official introduction of the Africana Women's Studies Program. Both Programs, as they were identified at that time, were unusual occurrences on the campus of a Historically Black College and University. Both were initiated as graduate programs, with the Africana Women's Studies Program being the only program in the nation dedicated to the study of women of African descent on the continent as well as throughout the Diaspora.

African-American Studies

The African-American Studies degree program was conceived in the spirit of W.E.B. DuBois, who pioneered in this field at Atlanta University, and was established in its present form in the late 1960s. It is designed for students with professional interest in a comprehensive understanding of African-American or African culture in its broadest sense. Thus, the program has as its purpose to provide professionals with the extended knowledge needed for work in their target communities and to equip educators with knowledge of and sensitivity to the teaching of African and African-American cultures.

The program provides focus as well as breadth through the interdisciplinary area studies approach. Because of the long tradition of African and African-American studies at the University, pertinent courses are offered in many departments, particularly English, Foreign Languages, History, Political Science, and Sociology. Courses which are interdisciplinary in nature, or which are not available through specific departments are offered in the program itself. Arrangements may also be made when indicated with other departments in the University with the consent of the Chair of the department.

PROGRAM CURRICULA

The M. A. in African-American Studies offers a range of possible areas of concentration. Individual attention to the needs and objectives of each student is thus part of the fabric of the Program and is one of its outstanding features. On the doctoral level, a concentration in African-American Studies is offered as a concentration in the Doctor of Arts in Humanities Program.

Students enrolled in the Master of Arts degree program upon admission to the Department may choose the thesis or nonthesis option. Students selecting the thesis option must complete a presentation of an acceptable thesis on an appropriate topic including an oral defense and a written document which is ultimately approved by the University. Students receive 6 hours of credit upon successful completion of the thesis. The thesis topic must be approved by the student's major advisor and/or chair of the thesis committee and the remaining thesis committee members.

Students selecting the nonthesis option must complete Capstone Courses I and II, submit and present a written project which details knowledge of the process of writing a thesis.

AFRICAN-AMERICAN STUDIES DEGREE REQUIREMENTS

1. The successful completion of twenty-four (24) hours of course work with a 3.0 average or better. Students may select a thesis or nonthesis option which must be determined at the time of admission to the program. Students selecting the thesis option must provide a presentation of an acceptable thesis on an appropriate topic and present an oral defense of both the thesis proposal and the completed thesis. Students selecting the

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- nonthesis option must demonstrate knowledge of the process of writing a thesis, engage in the presentation of the project and take two specific courses: Capstone I and Capstone II. The course work requirements consist of the following:
- a) a core of nine credit hours of CAAS 501, CAWS 500, CAWS 503 and one course chosen from CENG 530, CHIS 680 or 681, CPSC 591, CPSC 598 or CPSC 600;
 - b) twelve (12) credit hours of a coherent group of courses which provide a particular knowledge of the African-American content of a specific discipline or problem (worked out in consultation with the department chair);
2. Passing a reading examination in French or Spanish, or a passing grade in one of the approved reading courses in French or Spanish offered at the University.
 3. The passing of a comprehensive examination, including sections on African-American culture and the student's area of concentration, plus an oral defense of the written examination.
 4. **Residency:** There is a one-year residence requirement for the Master of Arts degree.
 5. **Final Examination:** The candidate must pass a final examination which is the oral defense of the thesis if the thesis option has been selected.

THE AFRICAN-AMERICAN CONCENTRATION WITHIN THE DOCTOR OF ARTS IN HUMANITIES PROGRAM

Persons entering this concentration should have a good knowledge of African-American history and culture, as reflected in the ability to pass the African-American culture section of the master's comprehensive examination. The requirement for the concentration consists of: 24 hours of African-American Studies courses which may include courses in African-American literature (listed in the English Department); courses in African-American history (listed in the History Department); and electives in Political Science and/or Sociology. At least nine of the hours should be in seminars.

COURSE DESCRIPTIONS

- CAAS 501: Africa and the African Diaspora.** **3 credits**
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.
- CAAS 535: African and African-American Folklore.** **3 credits**
A survey of the principal characteristics of African-American folklore in its social, historical, and aesthetic contexts.
- CAAS 550: African and African-American Music.** **3 credits**
A study of the principal characteristics of African-American music with pertinent references to music on the Continent.
- CAAS 560: African-American Art.** **3 credits**
A study of the aesthetic tradition and the social context of African-American art.
- CAAS 564: African Art.** **3 credits**
A survey of the basic forms and styles of traditional African art and a look at colonial and postindependence styles and trends.
- CAAS 601: Directed Study.*** **Fall, 2-3 credits**
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. Course may be repeated only once.
- CAAS 602: Directed Study.*** **Spring, 2-3 credits**
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. Course may be repeated only once.

CAAS 630: Seminar in Selected African-Americans.

3 credits

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.

CAAS 640: Seminar in Comparative Black Literature.

3 credits

Selected research problems comparing and contrasting traditions in Francophone, Afro-Hispanic and African-American literature. Prerequisites: a reading knowledge of French; consent of the instructor: Reading knowledge of Spanish recommended (Cross-referenced with CFRE 640 and CSPA 640, ENG 524).

* Course may be repeated for credit.

For other course listings, see the Departments of Sociology and Criminal Justice, Economics, English, Foreign Languages, History and Political Science. Any courses taken outside of the Department must be approved in advance by the Department Chair and/or designated faculty advisor.

CAAS 801: Thesis Consultation.*

Fall, 1 credit

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.*

CAAS 802: Thesis Consultation.*

Spring, 1 credit

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.*

CAAS 804: Thesis Research.*

Fall, Variable credits

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.

CAAS 805: Thesis Research.*

Spring, Variable credits

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.

CAAS 652: Capstone I.

Fall, 3 credits

Students are introduced 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.

CAAS 653: Capstone II.

Spring, 3 credits

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.

Africana Women's Studies

The Africana Women's Studies degree program provides opportunities for the systematic analysis of the convergence of gender, class and racial bias. It also focuses 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.

ADMISSION REQUIREMENTS

In addition to the general requirements of the University and the School of Arts and Sciences, students admitted to the Africana Women's Studies program must have maintained a "B" average in twenty-four (24) hours of undergraduate study in an established discipline in the humanities, social sciences or professional fields. Students with less than a 3.0 grade point average in their undergraduate major may be admitted at the discretion of the Program Advisory Committee and/or chair of the department for one semester on probation, with specified requirements.

PROGRAM OF STUDY

The Africana Women's Studies program offers an interdisciplinary, interschool course of study leading to the Master of Arts degree and the Doctor of Arts in Humanities degree in Africana Women's Studies. The degree programs prepare graduates as teachers, policy makers, planners, program specialists, researchers, and consultants in women-related areas in the private and public sectors at local, national, and international levels. Students may select a thesis or nonthesis option which must be determined at the time of admission to the program. A student may change options once during the course of study.

DEGREE REQUIREMENTS

MASTER OF ARTS

Minimum requirements for the Master of Arts degree:

1. **Semester Hours:** Candidates for the M.A. degree must complete twenty-four (24) semester hours of approved courses. Six (6) semester hours will be earned upon the satisfactory completion of the M.A. thesis.
2. **Research Tool:** Candidates for the Master of Arts degree are required to show proficiency in a foreign language as evidenced by passing an examination or course given by University, or they may elect to take and pass a University-approved course or examination in social science statistics or computer science. Courses taken to satisfy the research tool requirement cannot be used to satisfy the twenty-four (24) semester hour course requirement for the M.A. degree.
3. **Thesis:** Students must submit an acceptable M.A. thesis in the form of a scholarly presentation of a research problem. The thesis topic must be approved by the student's major advisor/chair of the thesis committee and the remaining thesis committee members. Includes an oral defense of the thesis. Students may select a thesis or nonthesis option which must be determined at the time of admission to the program. Students selecting the thesis option must provide a presentation of an acceptable thesis on an appropriate topic and present an oral defense of both the thesis proposal and the completed thesis. Students selecting the nonthesis option must demonstrate an ability to present a written project which details knowledge of the process of writing a thesis, engage in the presentation of the project and take two specific courses: Capstone I and Capstone II.
4. **Comprehensive Examination:** The student must pass a written examination in the major and minor field of study plus an oral defense of the examination.
5. **Residency:** A one-year residency requirement for the Master of Arts degree must be satisfied.
6. **Final Examination:** The candidate must pass a final examination which is the oral defense of the thesis if the thesis option has been selected.

THE AFRICANA WOMEN'S CONCENTRATION IN THE DOCTOR OF ARTS IN HUMANITIES PROGRAM

Minimum requirements for the Doctor of Arts degree:

1. **Prerequisites:** Prerequisites are a master's degree and an overall academic average of B or better in graduate-level courses.

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2. **Semester Hours:** Candidates for the D.A.H. degree must satisfactorily complete twenty-four (24) semester hours of approved course work in Africana Women's Studies beyond the master's degree. Twelve (12) additional hours are awarded for the dissertation.

PROGRAM DESCRIPTION

Areas of Concentration: Areas of concentration in Africana Women's Studies are: Women in Development, Comparative Literature and Culture, and Feminist Theory.

Required courses for students with concentration in Africana Women's Studies include:

CAWS 490	Introduction to Women's Studies
CAWS 500	Feminist Theory
CAWS 502	Africana Feminist Theory
CAWS 503	Feminist Methodology
CAWS 506	Women and Development

COURSE DESCRIPTIONS

CAWS 490: Introduction to Women's Studies.

3 credits

A survey course which introduces the history, trends, basic ideas, scholars, problems, and content of Women's Studies programs. Open to undergraduate students.

CAWS 500: Political Theory.

3 credits

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).

CAWS 501: Feminist Theory.

3 credits

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).

CAWS 502: Africana Feminist Theory.

3 credits

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.

CAWS 503: Feminist Methodology.

3 credits

A variety of research, resources, techniques, and approaches to women's studies are reviewed and assessed.

CAWS 504: Comparative Third-World Women.

3 credits

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.

CAWS 505: Women in the Labor Market.

3 credits

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.

CAWS 506: Women and Development.

3 credits

Emphasis is on the role, priorities and systematic problems associated with female participation in the development process.

CAWS 507: Rural Women.

3 credits

A cross-cultural look at the lifestyles, socioeconomic, and political conditions and concerns of rural African, Caribbean and African-American women. *Prerequisite:* CAWS 506.

CAWS 508: Urban Women in Africa and the Caribbean.

3 credits

A cross-cultural analysis of the concerns and conditions of African and Caribbean women who live in urban areas.

CAWS 509: Africana Women and Public Policy. **3 credits**
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. *Prerequisite: a course in public policy analysis.*

CAWS 510: Africana Women in International Affairs. **3 credits**
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. *Prerequisites: CAW 490 and CAWS 506.*

Interdisciplinary Elective Courses:

CAWS 517: Women in Politics Seminar. **3 credits**
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 CPSC 517.)**

CAWS 537: The African Novel (for CENG 530). **3 credits**
A study of modern African novels written in English with attention to their social contexts.

CAWS 538: Caribbean Women and Work. **3 credits**
A study of the motives and conditions under which Caribbean women work in the formal and informal economics of their states.

CAWS 539: Third-World Women and Development. **3 credits**
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.)**

CAWS 540: Caribbean Women Writers. **3 credits**
A study of the writings of Caribbean women writers, their topics, perspectives, and motivation for writing. **(See also ENG 592.)**

CAWS 542: Seminar on Comparative Politics. **3 credits**
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.)**

CAWS 549: Women in Contemporary Africana Fiction. **3 credits**
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.)**

CAWS 591: The Black Aesthetic. **3 credits**
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.

CAWS 600: Seminar on Africana Women's Studies. **3 credits**
A team-taught course designed to highlight the history, cultural diversity, contributions, and approaches to Africana Women's Studies.

CAWS 601: Directed Research.* **3-6 credits**
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.

CAWS 602: M.A. Thesis Research.* **1-6 credits**
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.

CAWS 603: Dissertation Research.

1-6 credits

The tutorial is designed to assist students in the writing, research and oral defense of the dissertation proposal and the dissertation. Students are expected to attend the tutorial sessions. *Prerequisite: completion of Comprehensive examination and approval of department chair.*

* Course may be repeated for credit.

CAWS 615: Race, Sex, and Class.

3 credits

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.

CAWS 617: Feminist Criticism.

3 credits

An exploration and assessment of historical and contemporary concepts, issues, and concerns from a critical, feminist perspective.

CAWS 651: Internship. **

3-9 credits

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. *Prerequisite: approval of the faculty member supervising the experience, department chair, and agency representative.*

CAWS 652: Capstone I.

Fall, 3 credits

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.

CAWS 653: Capstone II.

Spring, 3 credits

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.

* May be repeated for credit.

** May be repeated for credit up to 9 hours.

For other course listings, see the Departments of Sociology and Criminal Justice, Economics, English, Foreign Languages, History and Political Science. Any courses taken outside of the Department must be approved in advance by the Department Chair and/or designated faculty advisor.

ENGLISH DEPARTMENT

Haven-Warren Hall, Room 100
Telephone: 404-880-8169

The mission of the Department of English is to prepare students to demonstrate mastery of the English language in both written and oral discourse and to interpret and appreciate the human condition through the study of literature (poetry, fiction, drama and the essay). The department's mission supports the mission of the University in that it seeks to prepare students to become "productive, creative, and socially responsible" citizens in their country and in the world. Thus, the department expects its students, specifically majors, to engage in research that will contribute to the body of knowledge about the use of the English language and the critical interpretation of literary texts. With information and skills, English majors are expected to strive for and achieve excellence and to devote their lives to enhancing humanity. In addition to its collaboration with the Doctor of Arts in Humanities program, the Department of English prepares students for diverse careers and continued scholarly research in the areas of language study, literary theory and intensive literary study.

To support its mission, the Department of English is committed to providing an academic environment that will promote the following objectives:

To create strategies for students to achieve competency in reading, writing, and speaking standard English;

1. To provide opportunities for students to enhance their knowledge of literary masterpieces of English and American Literature;
2. To assist students in cultivating an awareness of and a responsiveness to the literatures of diverse cultures, such as African-American, Asian, Caribbean and Native American;
3. To assist students in their development of analytical and critical skills;
4. To teach students the importance of the role of literature and language in their development of self and career;
5. To foster an understanding within students of the virtues of self-discipline, responsibility, leadership, and social justice;

To provide opportunities for students to do research in the areas of writing, linguistics and literature.

ADMISSION REQUIREMENTS

The Department of English admits graduates of fully accredited four-year colleges who meet the requirements of the School of Arts and Sciences and have completed twenty-four (24) semester hours of undergraduate English above the sophomore level with an average of B or above. Occasionally, applicant may be admitted conditionally with less than twenty-four (24) hours of 3.00 grades in English for a probationary semester and with an individualized academic program designed to enhance the student's literary background and improve the student's GPA.

PROGRAMS OF STUDY

The Department of English offers the following programs of study: (1) the conventional Master of Arts Program with major courses in English, American, Africana and British literatures, literary criticism and linguistics. The Department of English also cooperates with the African-American Studies, Africana Women's Studies and the Doctor of Arts in Humanities (D.A.H.) programs to prepare students who wish to concentrate in English.

REQUIREMENTS FOR THE MASTER'S DEGREE

Common requirements for the conventional Master of Arts Program are:

- One academic year in residence (at least)
- Passing of a reading examination in French, German, or Spanish, or passing a University noncredit course in one of these languages
- A minimum of thirty (30) semester hours with an average of B or better
- A written comprehensive examination
- A thesis

Specific Course Requirements:

Conventional Master of Arts Program (30 credits)

Thirty semester credit hours are required. Twenty-seven (27) credits may be fulfilled from the required courses listed below. The remaining three (3) credits may be fulfilled by taking one of the two electives listed.

CENG 580: Modern Linguistics

Or

CENG 581: History of the English Language

CENG 502: Pro-Seminar: Materials and Methods of Research

CENG 560: Literary Theory

1 Course: Major Author

2 Courses: British

1 Course: African-American

2 Courses: American

Electives

English 561: Comparative Literature

Or

1 Course: Caribbean/African/Commonwealth

REQUIREMENTS FOR THE DOCTOR OF ARTS DEGREE IN THE HUMANITIES WITH A CONCENTRATION IN ENGLISH

In addition to the courses required in the program's core and pedagogy components, a candidate for the degree with a concentration in English is required to complete thirty (30) hours in English, including CENG 516: Major Authors and CENG 509: Genres of Literary Expression, and fifteen (15) hours composed of three (3) hours from each of five of the six areas listed below. Three additional hours may be selected from any of the courses listed for the Department of English, except that students whose transcripts do not show sufficient graduate study in literary criticism must take CENG 560.

Areas and Courses for Graduate Study in English

I. African and Caribbean Literatures

CENG 530: The African Novel

CENG 531: African Poetry in English

CENG 532: Africana Critical Traditions

CENG 533: The Caribbean Novel

CENG 534: Caribbean Poetry

II. African-American Literature

CENG 520: Ideas and Forms in African-American Literature

CENG 521: African-American Poetry: From Dunbar to the Present

CENG 522: The African-American Novel

CENG 523: Poetry of the Harlem Renaissance

CENG 524: Comparative Black Literature (or CAAS 530)

III. American Literature

CENG 510: Early American Literature

CENG 511: American Poetry

CENG 512: American Romantics

CENG 513: American Realism and Naturalism

CENG 514: The American Novel

CENG 515: Contemporary American Literature

IV. British Literature

CENG 540: The English Novel

CENG 541: Victorian Poetry

CENG 542: Literature of the Romantics
CENG 543: Drama of the Renaissance
CENG 544: Shakespeare
CENG 546: The Renaissance
CENG 547: The Enlightenment
CENG 548: Modern Drama

V. Language and Linguistics

CENG 580: Modern Linguistics
CENG 581: History of the English Language
CENG 582: African-American Dialects

VI. Women's Literature

CENG 590: Contemporary African Women's Fiction
CENG 592: Caribbean Women Writers
CENG 593: Ethnic American Women Writers
CENG 594: Southern Women Writers

COURSE DESCRIPTION

CENG 500: English in the Secondary School and College. **3 credits**
(Identical to CEDC 562 English in the Secondary School and College)
Study of new materials and modern methods in the teaching of high school and freshman college English.

CENG 501: Reading on the Secondary and College Levels. **3 credits**
Scope and sequence of a developmental reading program at the secondary and college levels. Fuller description under School of Education (CEDC 583).

CENG 502: Pro-Seminar: Materials and Methods of Research. **3 credits**
Lectures and exercises in research in literature and language with emphasis on thesis problems; required of all students in English (first semester).

CENG 503: Technical Writing. **3 credits**
Introduction to principles, forms, and techniques of writing. Course includes computer-assisted instruction.

CENG 509: Genres of Literary Expression. **3 credits**
Studies in rotation of the formal parameters and evaluative criteria which define a given genre: the novel, biography and autobiography, drama and poetry (open only to students in the Doctor of Arts in Humanities Program).

CENG 510: Early American Literature.
Studies literature from the beginnings of The United States to the Civil War.

CENG 511: American Poetry. **3 credits**
Studies major works of American poetry, concentrating primarily on poetry after the Civil War,

CENG 512: American Romantics. **3 credits**
Studies in the literary and cultural currents of American Romanticism from Freneau to Dickinson (1750-1830). Course also includes American Renaissance Authors such as Emerson, Hawthorne and Melville and abolitionists Frederick Douglass and Frances E.W. Harper.

CENG 513: American Realism and Naturalism. **3 credits**
Studies in American Realism and Naturalism as major novelists from Samuel L. Clemens to Richard Wright (1835-1940).

CENG 514: The American Novel. **3 credits**
Studies the intellectual and aesthetic history of the American Novel from Hawthorne to Faulkner and J.D. Salinger.

CENG 515: Contemporary American Literature.	3 credits
Studies in values, themes, styles, and genres in contemporary American literature.	
CENG 516: Major Authors.	3 credits
An intensive and inclusive study of preeminent authors writing in English, with emphasis on their uniqueness and contributions to the literary environment and traditions in which their works occurred.	
CENG 520: Ideas and Forms in African-American Literature.	3 credits
Examines and evaluates African-American writings from conceptual and historical perspectives to determine to what extent this literature is uniquely African-American.	
CENG 521: African-American Poetry: From Dunbar to the Present.	3 credits
Study of major poets from Dunbar to Lee, including Giovanni, Sanchez and other modern poets, within their cultural, historical, and literary contexts.	
CENG 523: Poetry of the Harlem Renaissance.	3 credits
Study of poetry of the period 1919-1934, which considers major black poets and critics, some minor black poets, and some relevant white poets and critics of the era.	
CENG 524: Comparative Black Literature.	3 credit
Comparative study of Afro-Romance and African-American literatures. Prerequisite: A reading knowledge of French and consent of instructor. Reading knowledge of Spanish strongly recommended but not required.	
CENG 525: African-American Folklore.	3 credits
Study of the principal characteristics of African and African-American folklore with specific emphasis on folk literature and the oral tradition.	
CENG 530: The African Novel.	3 credits
Study of modern African novels written in English with attention to their social contexts.	
CENG 531: African Poetry in English.	3 credits
Study of several major poets from West, East and Southern Africa.	
CENG 532: Africana Cultural Traditions.	3 credits
Analysis of the concept of a black worldview and culture, including readings in African-American, African and other Eastern aesthetics.	
CENG 540: The English Novel.	3 credits
Study of selected English and Irish novels from Defoe and Richardson to James Joyce and Graham Greene.	
CENG 541: Victorian Poetry.	3 credits
Study of poetry of the Victorian Age with Tennyson and Browning as major figures, but including also the works of other Victorian poets.	
CENG 542: Literature of British Romantics.	3 credits
Studies in the literature of the Romantic Movement in England including major English poets, such as Wordsworth, Coleridge, Keats and selected women writers.	
CENG 543: Drama to the Renaissance.	3 credits
Survey of drama traditions preliminary and parallel to English drama of the sixteenth and seventeenth centuries.	
CENG 544: Shakespeare.	3 credits
Intensive study of Shakespeare's tragedies, comedies, and histories.	
CENG 546: The Renaissance.	
Studies major writers of the Renaissance period, major themes, and relevant historical events.	

CENG 547: The Enlightenment.	3 credits
Study of literary trends of the 17th and 18th centuries. English writers include Hobbes, Locke, Dryden, Pope, Swift, and Johnson. Readings include some key formative influences from France, such as Descartes and Voltaire.	
CENG 548: Modern Drama.	3 credits
Survey of representative and important European and American plays from Ibsen to dramatists of the post-World War II period.	
CENG 560: Literary Theory and Criticism. (Replaces CENG 685, Literary Criticism).	3 credits
Survey of the principles governing the creation, appreciation, and valuation of literatures as they have developed over the centuries, especially as defined and redefined during the contemporary period.	
CENG 561: Comparative Literature.	3 credits
Studies in multicultural literatures stemming from Europe, Asia, and Africa. Knowledge of French, Spanish, Chinese or African languages is useful but not required.	
CENG 580: Modern Linguistics.	3 credits
Introduction to modern descriptive linguistics and the principles of generative grammar.	
CENG 581: History of the English Language.	3 credits
Study of the nature and function of language; the development of English sounds, forms and syntax; modern English grammar, vocabulary, and American speech.	
CENG 582: African-American Dialects.	3 credits
Examination of theories and descriptions of African-American speech, especially the hypothesis of decreolization. <i>Prerequisite: ENG 580, 581, or permission of the instructor.</i>	
CENG 590: Contemporary Africana Women's Fiction.	3 credits
Examination of the fiction by women throughout the African diaspora with attention given to the roles and status of women in these societies.	
CENG 591: African-American Women Writers: Genre.	3 credits
Study of a particular genre of literature by African-American women writers. Genre, i.e., fiction, poetry and drama, will vary each term the course is taught.	
CENG 592: Caribbean Women Writers: Genre.	3 credits
Examination of writings by women of the English, French, and Spanish speaking Caribbean. Knowledge of French or Spanish will be useful. Genres (fiction, poetry and drama) may vary each term the course is taught.	
CENG 593: Ethnic American Women Writers.	3 credits
Study of writings from women of various American ethnic groups. While the focus will be on women writers of color, attention will be given also to influential Euro-American ethnic writers.	
CENG 594: Southern Women Writers.	3 credits
Examination of the texts and the tensions emerging from the literary experience of women writing in the southern United States. Attention will be given to prevailing southern themes of race, class, gender, and heritage.	
CENG 600: Independent Study.	3 credits
Studies of works in areas not offered in scheduled classes or seminars (offered on demand and supervised by selected faculty).	
CENG 601: Thesis Consultation.	1 credits
CENG 605. Thesis Research.	3 credits

FOREIGN LANGUAGES DEPARTMENT
Sage-Bacote Hall, Room 325
Telephone: 404-880-8546

The Department offers the Master of Arts degree in French and Spanish with a concentration in language and literature. It also offers the Doctor of Arts in Humanities degree with a concentration in Romance languages.

At the Master's level, degree applicants 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 thorough familiarity with major periods, authors and techniques of literary criticism.

At the Doctor of Arts in Humanities level, the program enhances the degree applicant's expertise by emphasizing research and pedagogical experiences for training teachers and/or for conducting and directing action research. Areas needing enhancement from the master's level are expanded in this program in an effort to produce a more professionally well-rounded teacher. The degree applicant is equipped with the capacity to engage in and report scholarly research in French or Spanish at a doctoral level of precision, profundity, analysis, and ethical responsibility.

ADMISSION REQUIREMENTS

Students beginning graduate work toward the master's degree in French or Spanish must meet the requirements of the School of Arts and Sciences and must have completed an undergraduate major in the area of specialization with an overall "B" average, along with passing the GRE Aptitude Test.

REQUIREMENTS FOR THE MASTER'S DEGREE

All degree applicants must complete the following requirements:

1. A minimum of thirty (30) hours of graduate courses in French (including CFRE 513: Advanced French Grammar and Composition, CFRE 514: Advanced French Prose, CFRE 515: History of French Civilization, and CFRE 516: History of French Civilization) or in Spanish (including CSPA 513: Advanced Spanish Grammar and Composition, CSPA 514: Advanced Spanish Prose, CSPA 515: History of Peninsular Civilization, and CSPA 516: History of Latin American Civilization) with a "B" average, and an M.A. Thesis.
2. A reading knowledge of an additional modern foreign language, demonstrated by:
 - a. Passing a University examination, or
 - b. Passing a one-semester graduate proficiency course in the language.
3. Passing both oral and written comprehensive examinations in the area of specialization.
4. Course work of six (6) hours may be substituted for the thesis.

Most graduate courses in the Department are conducted in the target language. Students entering the program must be able, therefore, to understand the spoken language, participate in class discussions, and write papers in French or Spanish. If a student's proficiency in the four basic skills is so minimal that his/her classroom performance is seriously impaired, he/she may be asked to withdraw.

Requirements for the Doctor of Arts Degree in Humanities with a Concentration in Romance Languages

This is an interdisciplinary program and degree applicants must possess a master's degree in either French or Spanish and an overall academic average of B or better in graduate-level courses. Students must also provide passing scores on the GRE Aptitude Test. Students are required to complete twenty-four (24) hours in Romance languages, twenty-four (24) hours in the Humanities and Pedagogy core components, as well as all other requirements – as prescribed in the section titled Doctor of Arts in Humanities. In addition, degree applicants must pass both oral and written comprehensive examinations in the concentration, show evidence of mastery in the use of two research tools, which may be satisfied by proficiency in one foreign language and proficiency in statistical measurement or other applicable research tool. Finally, a dissertation that

conforms to the requirements of the Council of Graduate Schools in the United States must be submitted to (and approved by) the University.

AREA I: Specific Course Requirements for the student whose concentration is in French

CFRE 615:	Francophone Colonial Civilization
CFRE 638:	Francophone Literature
CFRE 716:	Comparative Romance Culture and Civilization
CFRE 718:	Modern Prose
CFRE 761/762:	French Seminar
Spanish Electives	Six (6)-semester hours in free choice electives

AREA II: Specific Course Requirements for the student whose concentration is in Spanish

CSPA 620:	Afro-Hispanic Literature
CSPA 628:	Hispanic Minorities in the United States
CSPA 716:	Comparative Romance Culture and Civilization
CSPA 718:	Modern Prose
CSPA 761/762:	Spanish Seminar
French Electives:	Six (6)-semester hours in free choice electives

Course Descriptions – French

CFRE 056/506: French for Graduate Students. 3 credits

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 credit under CFRE 056). One does not need any prior knowledge of French to be enrolled in this course.

CFRE 509/510: Directed Readings in French. 3-6 credits

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.

CFRE 511: French Phonetics and Pronunciation. 3 credits

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.

CFRE 513: Advanced French Grammar and Composition. 3 credits

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.

CFRE 514: Advanced French Prose. 3 credits.

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.

CFRE 515: French Civilization to 1789. 3 credits

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.

CFRE 516: French Civilization to the Present. 3 credits

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.

CFRE 517: French Poetry. 3 credits

Emphasizes the development of poetic schools from the Middle Ages through the twentieth century.

CFRE 518: French Prose.	3 credits
Traces the development of novelistic trends from Chrétien de Troyes through the “nouveau roman.”	
CFRE 519: French Drama.	3 credits
Studies of the development and evolution of the French theatre in France from the medieval period through the present.	
CFRE 559/560: Methods of Teaching Modern Foreign Languages.	3-6 credits
Intensive study of the most recently developed methods and techniques of foreign language instruction.	
CFRE 615: Francophone Colonial Civilization.	3 credits
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.	
CFRE 638: Francophone Literature.	3 credits
Historical survey of the literature and literary productions of Haiti, Martinique, Guadeloupe, French Guiana, and Francophone Africa.	
CFRE 640: Seminar in Comparative Black Literature.	3 credits
Selected research problems comparing and contrasting traditions in Francophone, Afro-Hispanic and African-American literature.	
CFRE 650: French Linguistics.	3 credits
An in-depth appreciation of the nature, function and structure of the French language—sounds, vocabulary, syntax—based on selected readings, lectures and discussions.	
CFRE 716: Comparative Romance Culture and Civilization.	3 credits
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.	
CFRE 717: Romantic to Modern Poetry.	3-6 credits
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.	
CFRE 718: Modern Prose.	3 credits
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.	
CFRE 719: Classical to Modern Drama.	3 credits
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.	
CFRE 761/762: French Seminar.	3-6 credits
The examination, documentation, resolving and presentation of research problems in a specific field.	
CFRE 801/802: Thesis/Dissertation Consultation.	1 credit
CFRE 805/806: Thesis/Dissertation Research.	Variable credit

Course Descriptions – Spanish

CSPA 056/506: Spanish for Graduate Students.	3 credits
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 credit under CSPA 056). One does not need any prior knowledge of Spanish to be enrolled in this	

course.

CSPA 509/510: Directed Readings in Spanish.

3-6 credits

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.

CSPA 511: Spanish Phonetics and Pronunciation.

3 credits

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.

CSPA 513: Advanced Spanish Grammar and Composition.

3 credits

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.

CSPA 514: Advanced Spanish Prose.

3 credits

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.

CSPA 515: History of Peninsular Civilization.

3 credits

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.

CSPA 516: History of Latin American Civilization.

3 credits

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.

CSPA 517: Spanish Poetry.

3 credits

Emphasizes development of poetic schools from the Middle Ages through the twentieth century.

CSPA 518: Cervantes.

3 credits

Study of the development of Cervantes as a consummate prosaist; linguistic, philosophical, and literary commentary on *Don Quixote* and significant minor works.

CSPA 559/560: Methods of Teaching Foreign Languages.

3-6 credits

Intensive study of the most recently developed methods and techniques of foreign language instruction.

CSPA 620: Afro-Hispanic Literature.

3 credits

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.

CSPA 622: Galdós, The Generation of 1868 and Naturalism.

3 credits

Study of the works of Clarín, Valera, Alarcón, Pereda, Palacio Valdés, Pardo and Blasco Ibáñez.

CSPA 623: The Generation of 1898.

3 credits

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.

CSPA 625: The Twentieth-Century Latin American Novel.

3 credits

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.

CSPA 628: Hispanic Minorities in the United States.	3 credits
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.	
CSPA 632: Hispanic Writers of the United States.	3 credits
Literature as group movement, periodicals as forums, as well as the works of individual writers studied.	
CSPA 640: Seminar in Comparative Black Literature.	3 credits
Selected research problems comparing and contrasting traditions in Francophone, Afro-Hispanic and African-American literature.	
CSPA 650: Spanish Linguistics.	3 credits
An in-depth appreciation of the nature, function and structure of the Spanish language—sounds, vocabulary, syntax—based on selected readings, lectures and discussions.	
CSPA 716: Comparative Romance Culture and Civilization.	3 credits
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.	
CSPA 717: Romantic to Modern Poetry.	3 credits
Development of poetic trends, movements and philosophies in Spain in the nineteenth and twentieth centuries.	
CSPA 718: Modern Prose.	3 credits
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.	
CSPA 719: Classical to Modern Drama.	3 credits
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.	
CSPA 761/762: Spanish Seminar.	3-6 credits
The examination, documentation, resolving and presentation of research problems in a specific field.	
CSPA 801/802: Thesis/Dissertation Consultation.	1 credit
CSPA 805/806: Thesis/Dissertation Research.	Variable credit

HISTORY DEPARTMENT
McPheeters-Dennis Hall, Room 26
Telephone: 404-880-8239

The Department of History offers courses leading to the degrees of Master of Arts and Doctor of Arts in the Humanities. The degree programs are 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-American communities. Graduate students writing theses and dissertations are strongly encouraged to utilize the rich primary source collection in the archives of the Robert W. Woodruff Library, Atlanta University Center. The programs prepare 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. The department collaborates with other departments and schools within the University.

ADMISSIONS REQUIREMENTS

Students beginning graduate work in the Department must have completed at least four courses in history, or its equivalent, not including the social science general education requirements of the undergraduate institution, with an average of B or better. In special cases, students may be admitted provisionally and meet prerequisites by taking additional courses on the graduate level, taking courses in one of the undergraduate colleges in the Atlanta University Center, or meeting other conditions prescribed by the Department.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN HISTORY

1. Completion of a minimum of twenty-four (24) course credit hours in history.
2. Writing an M A. thesis (6 credit hours are awarded).
3. Passing a written comprehensive examination in the area of specialization.
4. A reading knowledge of Spanish, French, or German, which may be satisfied by:
 - a. Passing a University examination in French, Spanish, or German, or
 - b. Passing a noncredit course in French, Spanish or German for Graduate Students.
5. Fulfillment of all general requirements of the University for the master's degree (as listed in the section of this catalog on Academic Requirements and Standards of the University).

Requirements for the Degree of Doctor of Arts in the Humanities with a Concentration in History

Students studying for the degree of Doctor of Arts in the Humanities with a concentration in history are required to complete twenty-four (24) hours in history as shown below:

1. Completion of a historical methodology and research course.
2. Completion of eighteen (18) hours selected from courses in any combination of the following areas, or any combination of areas:
 - United States History
 - African History
 - African-American History
3. Students with no previous graduate level African-American history courses are required to take three (3) hours in that area.

All other requirements described in the section on the Doctor of Arts in the Humanities must be completed by students concentrating in history.

COURSE DESCRIPTIONS

- CHIS 563: The African-American in the United States to 1877.** **3 credits**
Study of the social, economic, political and cultural development of African Americans in the United States through Reconstruction.
- CHIS 564: The African-American in the United States Since 1877.** **3 credits**
Study of the social, economic, political and cultural development of African Americans in the United States since Reconstruction.
- CHIS 565: African-American History for High School Teachers.** **3 credits**
Surveys history of African-Americans, explores classroom problems, and assesses teacher-student bibliographic material (offered on demand).
- CHIS 566: Contemporary African-American History.** **3 credits**
Reading and research seminar exploring selected aspects of post-World War II developments among African Americans (offered on demand).
- CHIS 574: Post-Industrial America.** **3 credits**
Examination of the evolution of American society after World War II.
- CHIS 575: Intellectual and Cultural History of the United States.** **3 credits**
Study of selected aspects of American thought and cultural development with attention to changing racial ideologies.
- CHIS 576: Social and Economic History of the United States.** **3 credits**
Survey of significant social and economic trends and problems with emphasis on the treatment of black people in urban centers.
- CHIS 602: Black Metropolis.** **3 credits**
Reading seminar concerned with the movement of black people to urban centers.
- CHIS 603: Seminar in African-American History: The Antebellum Period to 1877.** **3 credits**
Research seminar on selected pre-Civil War aspects of African-American history.
- CHIS 604: Seminar in African-American History: Post-Civil War Period.** **3 credits**
Research seminar on selected post-Civil War aspects of African-American development.
- CHIS 605: Independent Study.** **1-3 credits**
Designed to give students under the supervision of the instructor an opportunity to pursue in-depth areas not covered in seminars or classes (offered on demand).
- CHIS 606: The Black Woman in American History.** **3 credits**
Research seminar analyzing the role of women in the historical development of the United States with emphasis upon black women.
- CHIS 607: Community, Family, and Oral History.** **3 credits**
Seminar emphasizing approaches to study and research in oral history using the community and family as points of entry.
- CHIS 680: History of Africa to 1800.** **3 credits**
Examines the social, political, and economic development of sub-Saharan African societies from the earliest times to the end of the 18th century, emphasizing their interaction with, and assimilation of, diverse ethnic groups and non-African peoples, ideas, and material culture.
- CHIS 681: History of Africa Since 1800.** **3 credits**
Examines the development of African societies after 1800, emphasizing the legacy of colonialism, growth of African nationalism, and contemporary issues of African nations.

CHIS 682: Seminar in African History. **3 credits**

Explores in-depth selected aspects of African history from earliest times to the present.

CHIS 685: Christianity and Colonialism in Africa. **3 credits**

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.

CHIS 795: Advanced Historiography and Methodology. **3 credits**

Designed to train students in methods of research, thesis writing and historiography.

CHIS 691: Thesis Consultation-Master of Arts. **1 credit**

CHIS 695: Thesis Research-Master of Arts. **1-3 credits**

CHIS 801: Dissertation Consultation. **1 credit**

CHIS 805: Dissertation Research. **1-3 credits**

CHIS 780/781: History Internship. **3 credits**

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.

CHIS 801: Dissertation Consultation. **1 credit**

CHIS 805: Dissertation Research. **1-3 credits**

Doctor of Arts in Humanities

The requirements of each concentration within the Doctor of Arts in Humanities Program are described in the listing of the relevant department. The core curriculum courses are described here.

ADMISSION REQUIREMENTS

See University requirements and specific departments and programs.

Degree Requirements

See University requirements and specific departments and programs.

PROGRAM DESCRIPTION

The Doctor of Arts in Humanities Program is an interdisciplinary program representing the terminal degree requirements for the Departments of African-American Studies and Africana Women's Studies, English, History, and Foreign Languages. Candidates for the Doctor of Arts in Humanities degree must complete a minimum of forty-eight (48) semester hours beyond a master's degree in an appropriate discipline. The program consists of course work, research, a teaching internship and a doctoral dissertation. The areas of concentration are African-American Studies, Africana Women's Studies, English, History, and Romance Languages. The general requirements for the degree are:

1. Core Component. Completion of twelve (12) semester hours from the following interdisciplinary core courses:

Humanities 675:	Humanistic Inquiry (3)
Humanities 676:	The Person in History and Literature (3)
Humanities 677:	Literature and Popular Culture (3)
Humanities 678:	Ideas and Exemplars (3)

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2. Pedagogy Component. Completion of twelve (12) semester hours of higher education in the Humanities including an internship in teaching.
 3. Completion of twenty-four (24) semester hours in an area of concentration listed above. For courses and the requirements in each concentration see their listings in the catalog.
 4. Evidence of proficiency in the use of two research tools which may be satisfied by reading proficiency in two foreign languages, or by reading proficiency in one foreign language and proficiency in computer science, statistical measurement, or other applicable research tools.
 5. The dissertation requirement will conform to the following state of the Council of Graduate Schools in the United States.

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. The internship is not a substitute for an independent research project for the degree.

Admission to candidacy and residence requirements may be found under "General Requirements for Doctoral Degrees." A maximum of six (6) semester hours beyond the master's degree may be accepted for transfer credit. The requirements of each concentration within the Program are described in the listing of the relevant department. The core curriculum courses are described below:

THE HUMANITIES COMPONENT

CHUM 675: Humanistic Inquiry.

3 credits

Introduces fundamental concepts and methods of humanistic studies generally and those which are basic to various disciplines in humanities, including literary criticism and historiography.

CHUM 676: The Person in History and Literature.

3 credits

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.

CHUM 677: Literature and Popular Culture.

3 credits

Addresses fundamental questions about the nature of contemporary culture by examining the structures, myths, and genres of contemporary popular culture, including the role of cultural diversity in defining popular culture.

CHUM 678: Ideas and Exemplars.

3 credits

Investigates the contexts and processes in which seminal ideas are created in a particular ethos, and the principles determining their transformation in subsequent epochs and diffusion.

CHUM 681: Higher Education in the United States.

3 credits

Considers the history, present status, curricular models and projections of higher education including significant trends in the operation and development of higher education institutions.

CHUM 682: Teaching and the Humanities.

3 credits

Examines the principles governing college programs in humanities and various course designs, materials and strategies for achieving the ends of humanistic education.

THE PEDAGOGY COMPONENT

CHUM 683-684: The Internship.

3 credits

Entails practical experience in applying the pedagogical principles, research, and methods studied in CHUM 681-682. In some cases, the internship requirements may be satisfied by one semester, in which case an additional content course may be taken

in lieu of a second semester of internship. Whenever possible, the internship will be based in one of the required undergraduate core curriculum courses in Humanities or in one of the humanities disciplines.

DIVISION OF NATURAL AND MATHEMATICAL SCIENCES

BIOLOGICAL SCIENCES DEPARTMENT

Thomas W. Cole, Jr., Research Center for Science and Technology
Room 4005, Telephone: 404-880-6790

The objectives of the graduate programs in the Department of Biological Sciences are to train and develop scholars and promote 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 a mastery of the methods, which are requisite productive scholarly endeavors in that specialty.

ADMISSION REQUIREMENTS

Students who enter the graduate programs in the department must meet the general requirements of the University and the School of Arts and Sciences. In addition, they should have broadly based experiences in the sciences, generally twenty-four (24) semester credits in biology including biochemistry; one each of general chemistry, organic chemistry and physics and mathematics courses through calculus. The applicant is required to submit at least three letters of recommendation from science faculty or research mentors in science. The applicant is also required to sit for and report scores of the (GRE) Graduate Record General Examination. The Advanced section of the GRE in Cell Biology, Biochemistry, and Molecular Biology is highly recommended.

MASTER OF SCIENCE DEGREE

To earn the M.S. degree, a student must take a minimum of thirty (30) course credit hours, including the required core courses (Biostatistics, Methods and Techniques in Biology, Advanced Biochemistry I & II, Molecular Genetics, and Cell Biology), at least one advanced course in the area of specialization, and six (6) hours of research. Students must demonstrate competency in one research tool. Continuous enrollment in the department seminar is required.

Students must submit and successfully defend a thesis based on original research supervised by their major advisor and approved by the Thesis Committee and the department chair, the dean of the School of Arts and Sciences, and the dean of Graduate Studies.

For students who desire practical experience in applied biology, arrangements can be made for research internships in the biological industry, a national laboratory, or other settings of applied biological research.

DOCTOR OF PHILOSOPHY DEGREE

To earn the Ph.D. degree, a student must take a minimum of seventy-two (72) credit hours including twenty-seven (27) credit hours of graduate courses (all the core courses and two or more advanced courses required for specialization in one of the major areas of concentration), and pass the qualifying examination for admission into candidacy. In addition, a dissertation resulting from forty-five (45) credit hours of original research conducted under the supervision of the major advisor and the Dissertation Committee must be submitted and successfully defended. Continuous enrollment in departmental seminars and proficiency in two research tools (foreign language, biostatistics or computer applications) are also requirements for the doctoral degree.

As part of the comprehensive training program, each candidate is required to serve as a Teaching Assistant in an undergraduate course for at least one semester.

COURSE DESCRIPTIONS

CBIO 501-502: Biology Seminar.

Every Semester, 0 credit

One weekly meeting to hear research reports from faculty, invited speakers and degree candidates. Required of all students.

CBIO 504: Molecular Genetics.

Fall, 3 credits

Prokaryotic and bacteriophage gene structure, function and regulation. Molecular details of DNA isomerization,

replication, RNA transcription and translation. Also covers genetic code, rRNAs and tRNAs, molecular mechanisms transposition, mutation, repair and recombination in DNA.

- CBIO 505: Microbial Physiology.** **Spring, 3 credits**
Studies of living processes in prokaryotic cells. Topics of discussion on recent literature include cell structure and function, metabolism and regulatory networks, membrane transport, stress response, mechanisms of resistance to antibiotics and cellular differentiation.
- CBIO 506: Cell Biology.** **Spring, 3 credits**
Cellular structure, biosynthesis and function of eukaryotic cells.
- CBIO 509: Methods and Techniques in Biology.** **Fall, 3 credits**
Laboratory course covering techniques such as absorption and fluorescence spectroscopy, ultracentrifugation, diffusion, sedimentation, electrophoresis, spectrometry, x-ray diffraction, nuclear chemistry and chromatography.
- CBIO 511: Protein Biochemistry.** **Fall, 3 credits**
Discusses the structure and cellular functions of proteins.
- CBIO 512: Intermediary Metabolism.** **Spring, 3 credits**
Discusses the function and interaction of metabolic pathways in eukaryotic cells.
- CBIO 551: Biostatistics.** **Spring, 3 credits**
Course in statistical theory and methods as applied to biological research.
- CBIO 552: Bioinformatics.** **Fall, 3 credits**
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. *Prerequisites: 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.*
- CBIO 589: Laboratory in Molecular Genetics.** **Spring, 4 credits**
Laboratory course on recombinant DNA and sequencing methods.
- CBIO 631: Advances in Biochemistry.** **Fall, Spring, 3 credits**
Discussions on recent literature in a specific area of chemistry. *Prerequisites CBIO 511, 512.*
- CBIO 633: Advances in Molecular Biology.** **Fall, Spring, 3 credits**
Discussions on recent literature in a specific area of molecular biology. *Prerequisites: CBIO 504, 514.*
- CBIO 635: Advances in Cellular Biology.** **Fall, 3 credits**
Discussions on recent literature in a specific area of cellular biology. *Prerequisite: CBIO 506.*
- CBIO 641: Advances in Molecular Genetics.** **Fall, Spring, 3 credits**
Lectures, group discussions, assignments and formal presentations of recent literature in molecular genetics. *Prerequisites: CBIO 504, CBIO 491-492 or CBIO 506.*
- CBIO 661: Research in Biochemistry.** **Variable credit**
- CBIO 671: Research in Molecular Biology.** **Variable credit**
- CBIO 681: Research in Cellular Biology.** **Variable credit**
- CBIO 801: Thesis Consultation.** **1 credit**
- CBIO 901: Dissertation Consultation.** **1 credit**
- Additional information is available in the Department of Biological Sciences Graduate Student Handbook.**

DEPARTMENT OF CHEMISTRY
Thomas W. Cole, Jr., Research Center for Science and Technology
Room 2025, Telephone: 404-880-6850

ADMISSIONS REQUIREMENTS

The Department of Chemistry requires of every student admitted to the graduate program a minimum of thirty-two (32) semester hours, or the equivalent, in chemistry. One year of physics and one year of calculus also are required. Students lacking any of these prerequisites may be admitted conditionally.

PROGRAMS OF STUDY

The Department of Chemistry offers programs of course work and research leading to the Master of Science (M.S.) degree in analytical, organic, inorganic, physical, and polymer chemistry, and biochemistry, and the Doctor of Philosophy (Ph.D.) degree in Chemistry in these subdisciplines. In addition, the department offers an M.S. degree in industrial chemistry.

MASTER OF SCIENCE DEGREE IN CHEMISTRY

Students entering the department are required to take basic examinations during the week of registration in order to ensure that they begin graduate work at a level commensurate with their background. The examination is based upon 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 must complete a minimum of thirty (30) semester hours in a program of study and research approved by the chair of the department in consultation with the student and his/her major professor. Minimum departmental requirements are the following:

1. Required courses. Satisfactory completion of a minimum of twenty-four (24) semester hours of approved course work and six (6) semester hours of thesis research.

All students are required to complete five (5) of the following courses:

CCHE 512 (Instrumentation)
CCHE 521 (Advanced Inorganic Chemistry)
CCHE 531 (Mechanistic Organic Chemistry) or CCHE 532 (Organic Synthesis)
CCHE 541 (Thermodynamics)
CCHE 542 (Quantum Mechanics)

For Biochemistry majors, required courses include:

Advanced Biochemistry (CCHE 551 and CCHE 552)
Physical Chemistry (CCHE 541 or CCHE 542)
Mechanistic Organic Chemistry (CCHE 531)
Cell Biology or Genetics (CBIO 506 or CBIO 513)
Physical Biochemistry (CCHE 651)
Electives and Research.

2. Foreign Language Competence. Demonstrate competence in one foreign language, or such other research tool as designated by the department. Evidence of proficiency in German, French, Russian, or other approved language or proficiency in computer science (evidenced by passing an approved examination or satisfactory completion of an approved course).
3. Thesis Writing and Defense. Students must deliver an oral defense of their thesis before the thesis committee that is open to the public. The defense shall be held only after the approval of the thesis by the major advisor.
4. Approval of the thesis by the University.

MASTER OF SCIENCE DEGREE IN INDUSTRIAL CHEMISTRY

Pursuing the Master of Science degree in Industrial Chemistry requires completion of a minimum of thirty-five (35) semester hours of course work and research approved by the chair of the Department in consultation with the student and the Director of the Industrial Chemistry Program. The general requirements relative to the basic examination, language examination, comprehensive examination, final examination, and acceptance of the thesis are the same as those outlined under the heading Master of Science in Chemistry. Minimum departmental requirements consist of the following:

Completion of twenty-nine (29) hours of approved course work and six (6) hours of internship in the chemical industry or, for students who do not participate in the internship program, completion of thirty-five (35) hours of approved course work and six (6) hours of thesis research, including these required courses:

CCHE 512 (Instrumentation)
CCHE 521 (Advanced Inorganic Chemistry)
CCHE 531 (Mechanistic Organic Chemistry)
CCHE 532 (Organic Synthesis)
CCHE 541 (Thermodynamics)
CCHE 542 (Quantum Mechanics)
CCHE 561 (Topics in Industrial Chemistry)
CCHE 562 (Scale-up for Chemists)
CCHE 571 (Polymer Chemistry)
Business Administration Elective

A medicinal industrial chemistry option may be satisfied by completing, in addition to the above, the following courses:

CCHE 551: Advanced Biochemistry I
CCHE 552: Advanced Biochemistry II

For business administration courses, see the School of Business Administration listings.

DOCTOR OF PHILOSOPHY DEGREE IN CHEMISTRY

Applicants for the Ph.D. degree must request that results from a recent Graduate Record Examination, including the chemistry subject results, be forwarded to the University, and must meet all other general admission requirements. Applicants that enter the program with an M.S. degree must have earned a minimum graduate GPA of B. Minimum departmental requirements are:

1. Course work and Research. Students entering at the B.S. level must complete a minimum of twenty-four (24) credit hours in their field of interest plus advanced courses, a minimum of six (6) credit hours, as designated by the area of study. A minimum of forty-two (42) credit hours of research is also required. Students entering with an M.S. degree may, upon approval of the department, transfer course credits per University regulations. A student must maintain an overall B average. In addition to the University requirement, departmental requirement is that the core courses must be passed with a grade of B or better. The student, however, may petition the department to balance up to six (6) hours of C grades by A grades.
2. Students must demonstrate competence in two foreign languages, or such other research tool as designated by the department. Evidence of proficiency in the use of two research tools may be satisfied by demonstrating reading proficiency in German, French, Russian, or other approved language and/or proficiency in computer science (evidenced by passing an approved examination or satisfactory completion of an approved course).
3. Pass qualifying examinations. Students under the qualifying exam requirement will have two chances to pass the two parts of the qualifying exam, but must sit for both parts during their first exams sitting. The qualifying exam will have the following structure:

Part 1: Divisional Course-Based Exam

Exam will be based on the course content from the division required core courses and is to be written by all members of the division.

Part 2: Divisional Literature/Research-Based Exam

Exam will be based on a minimum of 9 research papers chosen by division members 60 days prior to the exam date. Each division member is to provide a minimum of 3 papers and 2 questions based on the research papers chosen for review for the exam. The student will be given a minimum of six questions of which 3 must be answered with a passing grade.

4. Presentation and oral defense of an independent research proposal the end of the third year for persons entering with a B.S. degree and by the end of the sixth semester for persons entering with the M.S. degree.
5. Passing an oral defense of the dissertation before the dissertation committee that is open to the public. The examination shall be given only after the approval of the dissertation as ready for defense by the dissertation advisor.
6. Acceptance of a research dissertation by the Department and the School of Arts and Sciences.

OTHER DETAILED REQUIREMENTS ARE FOUND IN
CHEMISTRY GRADUATE STUDENT HANDBOOK.

COURSE DESCRIPTIONS

CCHE 421: Advanced Inorganic Chemistry.

3 credits

This is an introduction to the descriptive chemistry of the elements. The topics covered in this course include: Brønsted and Lewis acids and bases, electronic and molecular structure and coordination chemistry. This course cannot be counted in the credit hour requirement for the M.S. or Ph.D. degree. It is only used to meet a missing prerequisite requirement. (Three [3] lecture hours per week)

CCHE 431: Advanced Organic Chemistry I.

3 credits

This course is a study of the advanced topics in carbon chemistry. The topics covered include: Critical evaluation of modern organic theory mechanisms and rearrangements. It also includes a detailed study of important organic reactions and their application to selected laboratory experiments. This course cannot be counted in the credit hour requirement for the M.S. or Ph.D. degree. It is only used to meet a missing prerequisite requirement. (Three [3] lecture hours and one [1] laboratory hour per week) *Prerequisites: CCHE 231 and 232.*

CCHE 432: Methods of Structure Determination.

3 credits

This course covers the theory and techniques used in the determination of the structure of organic compounds. The topics covered include separation techniques as well as the use of UV/VIS, IR, NMR, ESR, Raman and mass spectroscopy to elucidate structures of organic compounds. This course can be counted as an elective in the credit hour requirement for the M.S. or Ph.D. degree of the organic division only. (Three [3] lecture hours and one [1] laboratory hour per week) *Prerequisite: CCHE 431.*

CHE 441: Mathematical Methods in Chemistry.

3 credits

A study of the mathematical methods used in physical chemistry, including applications of linear algebra and differential equations. This course cannot be counted in the credit hour requirement for the M.S. or Ph.D. degree. It is only used to meet a missing prerequisite requirement. (Three [3] lecture hours per week) *Prerequisites: CCHE 341 and 342.*

CCHE 451: Biochemistry I (dual numbering with CBIO 491).

3 credits

Introduction to the structure and function of biological molecules, proteins, carbohydrates, lipids and nucleic acids. This course cannot be counted in the credit hour requirement for the M.S. or Ph.D. degree. It is only used to meet a missing prerequisite requirement. (Three [3] lecture hours per week) *Prerequisites: CCHE 231 and 232; CBIO 111 and 112.*

CCHE 452: Biochemistry II (dual numbering with CBIO 492).

3 credits

Basic metabolic pathways governing the function of cells and tissues (intermediary metabolism). Fundamentals of enzymatic catalysis, including kinetics and mechanism. This course cannot be counted in the credit hour requirement for the M.S. or Ph.D. degree. It is only used to meet a missing prerequisite requirement. (Three [3] lecture hours per week) *Prerequisites: CCHE 231 and 232; CBIO 111 and 112.*

CCHE 508: Graduate-level Seminar in Chemistry.**1 credit**

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.

CCHE 511: Environmental Chemistry.**3 credits**

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)

CCHE 512: Instrumental Methods.**4 credits**

A lecture and laboratory course covering the theory, design, practical uses and applications of typical spectroscopic and chromatographic instrumentation. Particular focus will be on the application of the instrumentation for chemical analysis. (This course is numbered 412 for undergraduate students). (Three [3] lecture hours and four [4] lab hours per week)

CCHE 521: Advanced Inorganic Chemistry.**3 credits**

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)

CCHE 523: Coordination Chemistry.**3 credits**

Ligand field theory, spectral interpretations, stability considerations, synthetic methods, unusual oxidation states, other topics of current interest. (Three [3] lecture hours per week)

CCHE 524: Physical Methods in Inorganic Chemistry.**3 credits**

Application of NMR, IR, UV-VIS, Raman spectroscopy to inorganic chemistry (Three [3] lecture hours per week)

CCHE 531: Mechanistic Organic Chemistry.**3 credits**

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)

CCHE 532: Organic Synthesis.**3 credits**

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 molecules. (Three [3] lecture hours per week)

CCHE 533: Physical Organic Chemistry.**3 credits**

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)

CCHE 541: Thermodynamics.**3 credits**

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 week)

CCHE 542: Quantum Chemistry.**3 credits**

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)

CCHE 545: Statistical Mechanics.**3 credits**

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)

CCHE 544: Molecular Spectroscopy.**3 credits**

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)

CCHE 546: Kinetics.**3 credits**

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)

CCHE 547: Magnetic Resonance.**3 credits**

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)

CCHE 551: Advanced Biochemistry I.**3 credits**

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)

CHE 552: Advanced Biochemistry II.**3 credits**

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)

CCHE 561: Topics in Industrial Chemistry.**3 credits**

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)

CHE 562: Scale-up for Chemists.**3 credits**

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)

CCHE 563: Catalysis.**3 credits**

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 problems.

CCHE 571: Introduction to Polymer Chemistry.**3 credits**

Synthesis, including radical and ionic polymerization and polycondens reactions, structure-property relationships, characterization and rheological properties of polymeric materials.

CHE 572: Techniques in Polymer Chemistry.**3 credits**

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. (Two [2] lecture hours and two [2] laboratory hours per week)

CHE 573: Physical Polymer Science.**3 credits**

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)

CCHE 618. Topics in Analytical Chemistry – Environmental Monitoring.**3 credits**

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)

CCHE 621: Topics in Inorganic Chemistry.**3 credits**

In-depth treatment of areas of inorganic chemistry of current interest. (Three [3] lecture hours per week.)

CCHE 631: Advanced Organic Synthesis.	3 credits
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)	
CCHE 632: Stereochemistry.	3 credits
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)	
CCHE 633: Photochemistry.	3 credits
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. (Three [3] lecture hours per week) treatment of areas of organic chemistry of current interest. (Three [3] lecture hours per week)	
CCHE 639: Organometallic Chemistry.	3 credits
An introduction to the synthesis, structure, bonding, and reactivity of organometallic complexes. (Three [3] lecture hours per week)	
CCHE 644: Topics in Physical Chemistry.	3 credits
In-depth treatment of areas in physical chemistry of current interest. (Three [3] lecture hours per week)	
CCHE 651: Physical Biochemistry.	3 credits
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)	
CCHE 652: Topics in Biochemistry.	3 credits
In-depth treatment of areas of biochemistry of current interest, including immunology, signal transduction, and carcinogenesis. (Three [3] lecture hours per week)	
CCHE 653: Protein Biochemistry.	3 credits
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.	
CCHE 655: Membrane Biochemistry.	3 credits
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.	
CHE 654: Enzymology.	3 credits
In depth treatment of enzyme regulation, kinetics and formal model of catalysis, the anatomy of enzymes, allosteric enzymes, selected topics may be selected based on mutual interests of students and instructor. (Three [3] lecture hours per week)	
CCHE 673: Organic Chemistry of High Polymers.	3 credits
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, macromonomers, synthetic inorganic polymers. (Three [3] lecture hours per week)	
CHE 674: Topics in Polymer Chemistry.	3 credits
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)	
CCHE 700 Thesis Consultation.	1 credit
CCHE 710 Research in Analytical Chemistry.	Variable credits

CCHE 720 Research in Inorganic Chemistry.	Variable credits
CCHE 730 Research in Organic Chemistry.	Variable credits
CCHE 731 Research in Physical Biochemistry.	Variable credits
CCHE 740 Research in Physical Chemistry.	Variable credits
CCHE 750 Research in Biochemistry.	Variable credits
CCHE 760 Research in Industrial Chemistry.	Variable credits
CCHE 770 Research in Polymer Chemistry.	Variable credits
CCHE 790 External Research.	Variable credits
CCHE 901 Dissertation Consultation.	1 credit hour

**DEPARTMENT OF COMPUTER AND
INFORMATION SCIENCE (CIS)**

Thomas W. Cole, Jr., Research Center for Science and Technology, Room 1015

Telephone: 404-880-6951

The Department of Computer and Information Science (CIS) offers degree programs leading to the B.S., M.S. and B.S/M.S. degrees in Computer Science and Computer Information Systems. The B.S. programs provide a balanced practical and theoretical approach to the study of software and hardware, an approach that includes the latest advances in these two areas. The curriculum emphasizes the development of problem-solving skills applied to real-world problems. The CIS 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 industry that facilitate student summer internships, job placement and doctoral studies.

The CIS Department has made concerted efforts to establish a competitive research and training base by enhancing its computer science academic program, research faculty and infrastructure. Major research initiatives include the establishment of the Army Center of Excellence in Information Science, a National Science Foundation High Performance Computing Laboratory, a DOD-Sponsored Computer Security Laboratory, and a Web-based Interactive Training Lab sponsored by Intel. Under the auspices of these programs, several research projects are being conducted in the areas of Computer Security, Data Mining, High Performance Computing, and Image Processing. These projects 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.

ADMISSION REQUIREMENTS

The department will consider an applicant who has:

- (a) At least a baccalaureate degree or its equivalent from an approved college or university and is prepared for advanced study as shown by her/his previous scholastic records;
- (b) Completed at least twenty-one (21) semester hours of courses above the sophomore level in the area of pursuit;
- (c) Submitted the results of the general and advanced sections of the Graduate Record Examination (GRE) and three letters of recommendation by professionals, two of which are related to the area to be pursued; and
- (d) Satisfied any additional requirements listed by the School of Arts and Sciences and the University.

The department may waive one or more requirements if an applicant demonstrates superior performance ("B" grade or above) in CIS 509: Introduction to Information Systems, or completion of the sequence of CCIS 571, CCIS 573, and CCIS 574.

Requirements for the M.S. Degree in Computer Science

The program requires a minimum of thirty (30) semester hours of course including:

- (a) Twelve (12) hours of graduate core courses, i.e., four courses out of CCIS 672, CCIS 673, CCIS 674, CCIS 675 and CCIS 691;
- (b) Three (3) hours of a research/design project from the sequence CCIS 803 - 815, leading to a technical report and a final comprehensive examination contents; and
- (c) Fifteen (15) hours of concentration electives, including a graduate thesis (if applicable). Concentration electives are available in Computer Science Engineering (CSE), Networks and Security, and Internet Technology.

Thesis Requirement

A student writing a graduate thesis must complete CCIS 821 as continuation of the research/design project mentioned in

(b) above, leading to a graduate thesis and final examination on its contents.

Course Descriptions

- CCIS 500: Applications Software.** **3 credits**
For nonmajors, emphasizing hands-on training in the use of Microsoft Office Suites, including application-oriented projects in word processing, spreadsheets, database design, and presentations design. *Prerequisite: graduate standing.*
- CCIS 503: Business Application Tools.** **3 credits**
Business tools for data analysis, spreadsheet and elementary database management; programming with SAS, SPSS-X, Lotus 1-2-3, DBASE III+, etc.
- CCIS 509: Introduction to Information Systems.** **3 credits**
Study of Information Systems at an introductory level. Topics include data structures, hardware concepts, software engineering, programming languages, and operating systems.
- CCIS 571: Introduction to Algorithms.** **3 credits**
Study of algorithm design, using appropriate data structures. Topics include algorithms for sorting, searching and graph traversal and complexity issues. *Prerequisite: CCIS 271, or approval of department.*
- CCIS 572: Introduction to Computer Architecture.** **3 credits**
Study of logical organization of computer hardware and functional components.
Prerequisites: CCIS 105, CCIS 106, CCIS 121, CCIS 200, CCIS 271.
- CCIS 573: Introduction to Operating Systems.** **3 credits**
Study of basic operating system structures and designs, including process management, resource management and implementation.
Prerequisites: CCIS 121.
- CCIS 574: Introduction to Database Systems.** **3 credits**
Study of basic concepts of databases, query processing and other topics of interest. *Prerequisites: CCIS 271.*
- CCIS 575: Introduction to Artificial Intelligence.** **3 credits**
Introductory study of intelligent problem solving and search algorithms, inference systems, machine intelligence and knowledge organization. *Prerequisite: CMAT 311.*
- CCIS 576: Programming Languages and Compilers.** **3 credits**
Overview of syntactic, semantic and pragmatic principles of programming. Parsing, translation and compiler construction.
Prerequisites: CCIS 227, CCIS 271.
- CCIS 671: Algorithm Design and Analysis.** **3 credits**
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.
Prerequisites: CCIS 371, CCIS 571.
- CCIS 672: Computer Organization.** **3 credits**
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. *Prerequisites: CCIS 372, CCIS 572.*
- CCIS 673: Operating Systems Design.** **3 credits**
Advanced study of major issues in operating systems including resource management, concurrent programs and duality of operating systems. *Prerequisites: CCIS 373, CCIS 573.*
- CCIS 674: Database Design.** **3 credits**
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. *Prerequisite: CCIS 374*

or CCIS 574.

CCIS 675: Artificial Intelligence.

3 credits

Advanced study of problem solving, theorem proving, knowledge representation, expert systems, learning and natural language processing. *Prerequisite: CCIS 375 or CCIS 575.*

CCIS 676: Theory of Programming Languages Design.

3 credits

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. *Prerequisite: CCIS 376 or CCIS 576.*

CCIS 681: Computability Theory.

3 credits

Introduction to computability theory including recursive function theory, Turing machines and self-modifying programs. *Prerequisites: CCIS 271, CCIS 371 or CCIS 571.*

CCIS 683: Algorithms for Parallel Computers.

3 credits

Study of parallel algorithms and architecture. Topics include design and analysis of parallel algorithms for sorting, searching, graphs, mathematical manipulations and numerical problems. *Prerequisites: CCIS 671 and CCIS 672.*

CCIS 691: Software Engineering.

3 credits

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.

Prerequisite: CCIS 321 or graduate standing.

CONCENTRATION: COMPUTER SCIENCE ENGINEERING

CCIS 701: Logic Circuit Design.

3 credits

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. *Prerequisite: CCIS 121, CCIS 372 or CCIS 572.*

CCIS 702: VLSI Design.

3 credits

Study of VLSI systems design, emphasizing quantitative characterization, analysis and computer techniques.

Prerequisite: CCIS 701.

CCIS 703: Microprocessor Design.

3 credits

Introductory study of the concept, design and operation of microprocessors. Topics include architecture, programming, comparative microprocessor evaluation, system design techniques and applications.

Prerequisite: CCIS 372 or CCIS 572, CCIS 701, CCIS 702.

CCIS 709: Digital Signal Processing.

3 credits

Study of signals in a digital representation and the processing methods of these signals. Topics include time-series analysis, transformations, and filters.

Corequisite: CCIS 709L

CCIS 711: Image Processing.

3 credits

Study of theories of image manipulation and feature extraction. Topics include pixel transformation, filters, edge-detection, color spaces and corrections, and compression. *Prerequisites: CCIS 709 and CMAT 321. Corequisite: CCIS 711L.*

RESEARCH AND PRACTICAL TRAINING

CCIS 800: Practical Training.

3 credits

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. *Prerequisite: consent of the department.*

CCIS 801: Topics in Computer Science.	3 credits
Advanced study of a topic of current interest in the department, leading to a publishable technical report. Note: May be repeated for credit. Prerequisite: consent of the department.	
CCIS 803: Research/Design Project in Systems Software/Hardware.	3 credits
<i>Prerequisites: CCIS 672 and 673.</i>	
CCIS 805: Research/Design Project in Data Base.	3 credits
<i>Prerequisite: CCIS 674.</i>	
CCIS 807: Research/Design Project in Distributed Systems/Networking.	3 credits
<i>Prerequisite: consent of instructor.</i>	
CCIS 809: Research/Design Project in Software Engineering.	3 credits
<i>Prerequisite: CCIS 691.</i>	
CCIS 811: Research/Design Project in Artificial Intelligence.	3 credits
<i>Prerequisite: CCIS 675.</i>	
CCIS 815: Research/Design Project in Information Systems.	3 credits
<i>Prerequisite: CCIS 721.</i>	
CCIS 821: Thesis Research.	3 credits

MATHEMATICAL SCIENCES
McPheeters-Dennis Hall, Room 138
Telephone: 404-880-8272

The Department of Mathematical Sciences offers programs of study leading to the degrees: Bachelor of Science in Mathematics, Master of Science in Mathematics, and Master of Science in Applied Mathematics.

Applicants for graduate study at the first-year graduate level should have a background in mathematics that includes a course in modern algebra and at least one in introductory analysis beyond calculus.

Students admitted to the graduate programs have available to them excellent computer facilities. They may also work with a faculty member of their choice in specialized areas available in the department.

DEGREE PROGRAMS

The current degree programs are:

- Master of Science (M.S.) in Mathematics
- Master of Science (M.S.) in Applied Mathematics

ADMISSION REQUIREMENTS

The department considers an applicant if he/she

1. Has at least a baccalaureate degree or its equivalent from an accredited college or university and is adequately prepared for advanced study;
2. Has completed at least twenty-one (21) semester hours above the sophomore level in the area of pursuit;
3. Has submitted the results of the general and advanced sections of the Graduate Record Examination and three letters of recommendation by professionals, two of whom are related to the area to be pursued;
4. Has satisfied any additional requirements listed by the School of Arts and Sciences and the University.

PROGRAMS OF STUDY

Curricula are planned to provide educational opportunities to students matriculating with varying levels of preparation. Thus, courses are organized into several levels: accelerated pregraduate, beginning graduate, core and advanced. Beginning graduate courses provide regular graduate students with the requisite background to pursue core and advanced courses. However, each such course carries full graduate credit and may be waived if there is verified evidence of sufficient knowledge of its contents.

Degree programs require completion of specified core and advanced courses. While core courses provide standard training, the advanced courses provide specialized training via research or the choice of a concentration.

REQUIREMENTS FOR THE M.S. DEGREE

M.S. degree programs require completion of a research tool and thirty (30) semester hours of course work. In addition, any requirements listed by the School of Arts and Sciences and the University must also be satisfied.

1. Research Tool

This requirement can be met by completing an approved course or examination in a foreign language or computer programming.

2. Course Work

This requirement consists of a minimum of thirty (30) semester hours of graduate-level courses, which include all core and certain specified advanced courses. Normally, students must complete each beginning graduate course (unless waived) before taking a core or advanced course.

Students who wish to write a thesis as part of their graduate program are required to take twenty-four (24) semester hours of course work and complete a thesis for six (6) additional hours.

The core requirements are:

Master of Science in Mathematics		Credit Hours
CMAT 521-522:	Real Analysis I, II	6
CMAT 523-524:	Complex Variables I, II	6
CMAT 525-526:	Abstract Algebra I, II	6
CMAT 527-528:	Topology I, II	6

Master of Science in Applied Mathematics		Credit Hours
CMAT 521-522:	Real Analysis I, II	6
CMAT 523-524:	Complex Variables I, II	6
CMAT 541-542:	Applied Mathematics I, II	6
CMAT 527:	Topology	3

A minimum of twenty-four (24) hours of course work must be in mathematics, and a maximum of six (6) may be earned by writing a master's thesis. Only students with superior achievement and keen interest in a topic will be encouraged to write a thesis. A thesis is not required.

COURSE DESCRIPTIONS

CMAT 501: Calculus and Linear Algebra.

3 credits

For nonmathematics students who are deficient in the tools of calculus and linear algebra.

CMAT 521-522: Real Analysis I, II.

6 credits

Limits of functions, sequences, continuity, differentiation, The Riemann Integral, sequences and series of functions, Theory of Lebesgue measure and integration (if time permits).

CMAT 523-524: Complex Variables I, II.

6 credits

Theory and applications of functions of a complex variable; topics include analytic functions, contour integration, harmonic functions, conformal mapping and analytic continuation.

-
- CMAT 525-526: Algebra I, II.** **6 credits**
Abstract algebra will cover the basic theory of groups, Sylow theorems, rings, integral domains, fields and modules; advanced topics include Galois theory and category theory.
- CMAT 527-528: Topology I, II.** **6 credits**
Study of topological concepts including metric and topological spaces, continuity, connectedness, completeness, compactness and product spaces.
- CMAT 541-542: Principles of Applied Mathematics I, II.** **6 credits**
Study of various techniques of applied mathematics including Green's functions, string vibration, integral and differential operators in Hilbert spaces, spectral analysis and Laplace transform.
- CMAT 601-602: Probability Theory and Stochastic Processes I, II.** **6 credits**
Probability theory including central limit theorem and ergodic theory. Also included is study of stationary processes, independent increment processes and Gaussian processes.
- CMAT 605: Partial Differential Equations.** **3 credits**
Study of techniques for solving partial differential equations, including distributions, Sobolev spaces and Hilbert space methods.
- CMAT 607: Introduction to Numerical Methods.** **3 credits**
Study of numerical algorithms for the solution of algebraic, differential and integral equations including error analysis.
- CMAT 608: Advanced Numerical Methods.** **3 credits**
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.
- CMAT 609: Introduction to Control Theory.** **3 credits**
Control theory including the calculus of variations, Hamilton-Jacobi theory and Pontryagin's maximum principle; topics include stochastic control depending on interest.
- CMAT 610: Foundations of Mathematics.** **3 credits**
Study of basic concepts and ideas in the philosophy and foundations of mathematical sciences, topics varying with the needs of students.
- CMAT 675 – 676: Thesis Seminar I, II.** **6 credits**
Study of a research topic leading to the completion of a graduate thesis.

PHYSICS DEPARTMENT
McPheeters -Dennis Hall, Room 102
Telephone: 404-880-8797

The Department of Physics offers a Master of Science degree. Entering students have the opportunity to make up for any lack of specialized undergraduate preparation by enrolling in appropriate upper-level undergraduate courses offered by the department.

ADMISSION REQUIREMENTS

In addition to general requirements of the School of Arts and Sciences, candidates must fulfill the following prerequisites:

1. B.A. or B.S. degree, with a major in one (1) of the physical sciences from an accredited institution.
2. An overall academic grade point average of “B” or better.
3. Completion at the undergraduate level of the following courses: General Physics, Mechanics, Electricity and Magnetism, Optics, Modern Physics/Quantum Mechanics, Calculus (one year), and Differential Equations.

Programs of Study

The department offers two (2) distinct options leading to the Master of Science (M.S.) degree: one in pure physics and one in applied physics. The M.S. degree program in Pure Physics provides the basic course work and research skills necessary for persons who might pursue a Ph.D. degree in Physics. The M.S. degree program in Applied Physics equips individuals with tools and techniques necessary for solving Applied Physical problems arising in business, government, and industry.

Each option requires a minimum of twenty-one (21) hours of basic core courses in physics, six (6) hours of thesis research or research projects, and three (3) or six (6) hours of approved electives, depending on thesis or nonthesis option.

The electives are approved by the chairperson of the Department. Certain courses offered by the Departments of Chemistry, Computer Science, and Mathematical Sciences may satisfy the elective requirement.

DEGREE REQUIREMENTS

Master of Science (Thesis)

In addition to the general requirements specified by the School of Arts and Sciences and the University, students will be required to fulfill the following:

1. Completion of at least twenty-one (21) hours of graduate-level coursework in Physics courses numbered 500 and above. Six (6) hours of credit in research courses.
2. Completion of thesis and a final oral examination, focusing upon thesis contents.
3. Completion of an approved three (3) hours elective course.

Master of Science (Nonthesis)

In addition to the general requirements specified by the School of Arts and Sciences and the University, students will be required to fulfill the following:

1. Completion of at least twenty-one (21) hours of graduate-level coursework in physics courses numbered 500 and above. Six (6) hours of credit in research courses.
2. Completion of two (2) approved six (6) hours of elective courses.
3. Completion of an exit exam.

Basic core courses for the Master of Science in Physics consist of the following: CPHY 501, CPHY 503, CPHY 515-516, CPHY 520, CPHY 531-532, CPHY 601-602, and CPHY 603-604. Students are advised to take at least one (1) course in computer science.

COURSE DESCRIPTIONS

CPHY 501: Classical Mechanics.

3 credits

Dynamics of particles and rigid bodies; the Lagrangian and Hamiltonian formulation; Poisson brackets, Hamilton-Jacobi Theory, classical scattering theory, theory of small oscillation.

CPHY 503: Electrodynamics.

3 credits

Maxwell's equations and applications; electrostatics, dielectrics, magnetostatics, scalar and vector potentials; conservation laws; multiple moments and multiple radiation; dispersion; special relativity.

CPHY 504: Modern Optics.

3 credits

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. *Prerequisite: CPHY 322 (Electromagnetic Theory).*

CPHY 515-516: Quantum Mechanics I and II.

3 credits each

Nonrelativistic 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; semiclassical treatment of radiation.

CPHY 520: Thermodynamics and Statistical Mechanics.

3 credits

Review of first, second, and third laws; irreversible processes; microcanonical, canonical and grand canonical ensembles; the density matrix; Bose and Fermi systems. Kinetic theory and the Boltzmann transport equation.

CPHY 531-532: Mathematical Methods I and II.

3 credits each

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.

CPHY 540: Solid State Physics.

3 credits

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.

CPHY 545: Atomic and Nuclear Physics.

3 credits

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.

CPHY 550: Physics of Fluids.

3 credits

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.

CPHY 565: Physics of Surfaces.

3 credits

Fundamentals of physical methods for studying the structures, compos vibrational and electronic properties of solid surfaces, including the verification of principles in laboratory experiments.

CPHY 570: Radiation Physics.

3 credits

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.

CPHY 585-586: Applied Quantum Mechanics I and II.

3 credits each

Application of quantum mechanical principles to the solution of selected problems in atomic, molecular, nuclear and solid-state physics.

CPHY 601-602: Departmental Seminar.

No credit

Required of all graduate students in the Department.

CPHY 603: Thesis or Nonthesis Research.

Variable credits

Designed to assist students in the development and writing of the thesis or the nonthesis research project.

CPHY 604: Thesis or Nonthesis Research Project Consultation.

1 credit

Designed for students who are in the final stage of thesis writing or nonthesis research project writing, which requires minimal supervision and assistance.

CPHY 605: Optical Fiber Measurements I.

3 credits

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.

CPHY 606: Modern Optical Measurements II.

3 credits

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.

CPHY 607: Advanced Optics.

3 credits

Surveys topics in advanced optics such as electromagnetic wave scattering and propagation in unperturbed, perturbed and nonlinear dielectric media. Prerequisite: CPHY 504 (Modern Optics).

CPHY 610: Philosophy of Science.

3 credits

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.

CPHY 615: Special Topics in Physics.

3 credits

Special topics of current interest such as general relativity, quantum field theory, scattering theory, elementary particle theory, astrophysics, etc.

CPHY 620: Introduction to Atmospheric Sciences.

3 credits

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.

DIVISION OF SOCIAL SCIENCES

SOCIOLOGY AND CRIMINAL JUSTICE ADMINISTRATION

Oglethorpe Hall - Room 219

Telephone: 404-880-6659/404-880-8688

The Department of Sociology and Criminal Justice offers two graduate degrees: the Master of Arts in Sociology and the Master of Arts in Criminal Justice.

Sociology Program

ADMISSION REQUIREMENTS

The Department of Sociology admits applicants whose previous academic preparation in general education, humanities, social sciences, and natural sciences gives promise of completion of a course of studies leading to the Master of Arts degree.

Degree Requirements

In addition to the general requirements of Clark Atlanta University, a candidate for the degree of Master of Arts in Sociology must complete a minimum of twenty-seven (27) semester hours of course work, and a thesis (3-6 hours). Included in the 27 hours are required core courses (18 hours):

- CSCJ 501 Classical Theories in Sociology and Criminology
- CSCJ 502 Contemporary Theories in Sociology and Criminology
- CSCJ 503 Research Methods I
- CSCJ 504 Research Methods II
- CSCJ 505 Statistics I
- CSCJ 603 Statistics II

A minimum of nine (9) hours of coursework from the following electives:

- CSCJ 520 Urban Society and Culture
- CSCJ 521 Population and Society
- CSCJ 531 Social Psychology
- CSCJ 547 Sociology of Development
- CSCJ 553 Criminology and the Criminal Justice System
- CSCJ 555 Medical Sociology
- CSCJ 559 Deviant Behavior
- CSCJ 562 Social Stratification
- CSCJ 563 The Family
- CSCJ 564 Gender Roles and Society
- CSCJ 565 Sociology of Education
- CSCJ 575 Cultural and Social Anthropology
- CSCJ 579 Cultural and Ethnic Relations
- CSCJ 580 Environmental Racism
- CSCJ 587 Urban Ethnography
- CSCJ 590 Special Topics

Passing of the reading examination in French, German, or Spanish; or passing a noncredit course in computer science (CMAT 503).

Completion of a thesis based upon a topic approved by the Department.

Completion of such written and/or oral examinations outside of course requirements as may be deemed appropriate by the faculty.

Criminal Justice Program

The Criminal Justice Program offers a two-year Master's degree in the 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 a variety of courses with supervised field work for a well-balanced and comprehensive educational experience. The Program is tailored for preservice as well as in-service students.

ADMISSION REQUIREMENTS

Candidates seeking admission to the Program of Criminal Justice Administration must meet the general requirements of the University and of the School of Arts and Sciences. Students must have taken the Graduate Record Examination Aptitude Test and should have a broad-based background in the social and behavioral sciences. Applicants must have a grade point average of 3.0 in their area of specialization. The undergraduate major should include at least one course in criminal justice theory. At the discretion of the department chair, deficiencies in the above areas may be removed by other course work in the graduate program.

DEGREE REQUIREMENTS

1. The minimum requirements for the Master of Arts degree in Criminal Justice are thirty-six (36) semester hours with:

The satisfactory completion of the following core courses consisting of twenty-seven (27) hours:

- CSCJ 501 Classical Theories in Sociology and Criminology
- CSCJ 502 Contemporary Theories in Sociology and Criminology
- CSCJ 503 Research Methods I
- CSCJ 505 Statistics I
- CSCJ 514 Law Enforcement Administration
- CSCJ 516 Judiciary System: Court System
- CSCJ 517 The Correctional System
- CSCJ 518 Delinquency and Juvenile Justice System
- CSCJ 603 Statistics II

The satisfactory completion of six (6) semester hours from the following elective courses:

- CSCJ 520: Urban Society and Culture
- CSCJ 526: Selected Topics Seminar in Sociology and Criminal Justice
- CSCJ 571: International Criminality, National Security, and Terrorism
- CSCJ 579: Culture and Ethnic Relations
- CSCJ 582: Comparative Criminal Justice Systems

The satisfactory completion and defense of a thesis [CSCJ 805; three (3) semester hours]
(OR)

- The satisfactory completion of a practicum [CSCJ 519; three (3) semester hours] with an assigned criminal justice agency for a total of 480 hours.

2. Passing a written comprehensive examination consisting of Criminal Justice Theory and Research Methods.

A passing evaluation of this examination must be obtained within three (3) attempts. The student must have completed a minimum of twenty-seven (27) semester hours and have a cumulative grade point average of 3.00 before receiving eligibility to take the examination.

NOTE: The following courses consisting of fifteen (15) semester hours must be among the twenty-seven (27) completed hours for examination eligibility:

- CSCJ 501: Classical Theories in Sociology and Criminology
- CSCJ 502: Contemporary Theories in Sociology and Criminal Justice
- CSCJ 503: Research Methods I
- CSCJ 505: Statistics I

CSCJ 518: Delinquency and Juvenile Justice System

Plan for Master of Arts in Criminal Justice

First Year

1st Semester (9 credit hours)

Completion of all conditional requirements – if applicable

CSCJ 501: Administration of Criminal Justice

CSCJ 504: Research Methods

CSCJ (Elective*)

2nd Semester (9 credit hours)

CSCJ 514: Law Enforcement Administration

CSCJ 516: Judiciary System

CSCJ 518: Delinquency and Juvenile Systems

Second Year

3rd Semester (9 credit hours)

CSCJ 507: Statistics

CSCJ 512: Advanced Criminology

CSCJ 517: Correctional System

4th Semester (9 credit hours)

CSCJ 703: Advanced Statistics

CSCJ 519: Practicum

CSCJ (Elective*)

*Elective courses may be chosen from the following:

CSCJ 500: Introduction to Criminal Justice Administration

CSCJ 613: Independent Study

CSCJ 698: Thesis Consultation

CSCJ 699: Thesis Research

Ideally, the student's 1st and 3rd semesters are fall semesters. The 2nd and 3rd semesters are spring semesters. Given that certain courses are only taught during certain semesters, the suggested sequence of courses has been constructed with this in mind. If a student enters into the master's program in a semester other than the fall, he/she must be aware that some courses may have prerequisites. Therefore, the prerequisite must be completed (which may be the next year) before the course currently offered can be taken. Also, students with conditional admissions may not be able to complete all course requirements in four semesters because of contingency requirements (usually developmental courses).

Internships and Job Placement

The department's internship program provides opportunities for students to gain experience and apply classroom theory in the real world of criminal justice at the federal, state, and county levels as well as with some private agencies. Students who seek to do the Practicum must complete at least 28 hours of course work; and each internship requires a minimum of 480 work hours.

GRADUATE ASSISTANTSHIPS

A limited number of assistantships are available for graduate students. These require work on research projects and other professional assignments.

COURSE DESCRIPTIONS

SCJ 500: Administration of Criminal Justice.

3 credits

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.

SCJ 501: Classical Theories in Sociology and Criminology.

3 credits

The course covers classical contributions of Auguste Comte, Herbert Spencer, Emile Durkheim, Karl Marx, and Max Weber among others, and examines classical, neoclassical, and psychological theories of crime.

SCJ 502: Contemporary Theories in Sociology and Criminology. **3 credits**

The course covers contemporary contributions of Talcott Parsons, W.E.B. DuBois, Vilfredo Pareto, Hans Gerth and C. Wright Mills, and examines social disorganization, differential association, labeling, conflict, and social control theories of crime among others.

SCJ 503: Research Methods I. **3 credits**

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.

SCJ 504: Research Methods II. **3 credits**

Covers sociological application of specific research methods: conceptualization, designing, measurement, construction of scales, testing for validity and reliability of responses, and other measures. *Prerequisites: SCJ 503.*

SCJ 505: Statistics I. **3 credits**

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.

SCJ 514: Law Enforcement Administration. **3 credits**

A survey of the role of law enforcement agencies, resource allocations, law enforcement policies, and its relation to the total criminal justice system.

SCJ 516: Judicial Process: Court Systems. **3 credits**

An overview and analysis of the legal transactions involved in the accusation, arrest, adjudication, and disposition of criminal offenders.

SCJ 517: Correctional Systems. **3 credits**

A study and analysis of correctional institutions, including historical development, trends, alternatives and changes in the field of corrections.

SCJ 518: Delinquency and Juvenile Justice System. **3 credits**

A study of analysis of the nature, extent, patterns and causes of juvenile delinquency; and the accusation, arrest, adjudication, and disposition of juvenile offenders.

SCJ 519: Practicum. **3 credits**

A planned, supervised program of research, observations, study and work in selected criminal justice and other social agencies.

SCJ 520: Urban Society and Culture. **3 credits**

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.

SCJ 521: Population and Society. **3 credits**

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.

SCJ 526: Selected Topics Seminar in Sociology & Criminal Justice. **3 credits**

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.

SCJ 531: Social Psychology. **3 credits**

Examination of data, theory, and methodology currently utilized in a focus on the systematic study of the nature and causes of human social behavior.

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- SCJ 547: Sociology of Development.** **3 credits**
Historical and theoretical perspectives on development and underdevelopment, the global economic order and the challenge for today's underdeveloped countries; technology, agriculture and industry, education, public administration, role of women, and population growth.
- SCJ 553: Criminology and the Criminal Justice System.** **3 credits**
Presentation of current data, theory, methodology, and practice relevant to study of criminal behavior and administration of justice.
- SCJ 555: Medical Sociology I: Health, Illness and Intervention Systems.** **3 credits**
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.
- SCJ 557: Medical Sociology II: Aging and Dying.** **3 credits**
Seminar focused on contributions of social and behavioral science studies of aging and dying. (SCJ 555 is NOT a prerequisite for this course.)
- SCJ 559: Deviant Behavior.** **3 credits**
Attention to studies of mental disorder, addictive disorders, crime and delinquency, and other social anomalies in contemporary society.
- SCJ 562: Social Stratification.** **3 credits**
Presentation of data, theory, and methodology of social mobility and internal division of societies based on race, class, gender, and age.
- SCJ 563: The Family.** **3 credits**
A review of the American family; its heritage, contemporary forms, functions, challenges, and future projections.
- SCJ 564: Comparative Gender Roles.** **3 credits**
A review of the significance of gender in social stratification, particularly as an intersection with race/ethnicity and class.
- SCJ 565: Sociology of Education.** **3 credits**
Presentation of data, theory, and methodology of systems in education; includes analyses of formal and informal systems of learning throughout the lifespan.
- SCJ 571: International Criminality, National Security & Terrorism.** **3 credits**
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.
- SCJ 575: Cultural and Social Anthropology.** **3 credits**
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.
- SCJ 579: Cultural and Ethnic Relations.** **3 credits**
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.
- SCJ 580: Environmental Racism.** **3 credits**
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.

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- SCJ 582: Comparative Criminal Justice Systems.** **3 credits**
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.
- SCJ 587: Urban Ethnography.** **3 credits**
An examination of qualitative research methods in studying social behavior; focuses on conducting field studies as a scientific method of inquiry.
- SCJ 589: Selected Topics Seminar I.** **3 credits**
Varying topics related to social, environmental, and criminal justice issues. Topics vary with new developments in research, theory, and policy issues.
- SCJ 590: Selected Topics Seminar II.** **3 credits**
This course is the same as SCJ 589. It affords the student an opportunity to further study a given topic or examine a different topic while earning additional credit hours.
- SCJ 603: Statistics II.** **3 credits**
This course is designed to provide 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. *Prerequisites: SCJ 503 and SCJ 505.*
- SCJ 613: Independent Study.** **3 credits**
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.*
- SCJ 698: Thesis Consultation.** **1 credit**
Direct advisement with faculty in the completion of the thesis and research writing process.
- SCJ 699: Thesis Research.** **3 credits**
Same as SCJ 801, but can serve as an option to meet financial aid and other "minimal load" requirements.

DEPARTMENT OF POLITICAL SCIENCE
Knowles Hall, Third Floor
Telephone/Fax: 404-880-8718/8717

Department Purpose

The purpose of the Department of Political Science is to provide a program of graduate study for students who wish to become professional political scientists. The graduate curriculum begins with facts and knowledge of the political experience of black people in the U.S. and expands out to the world in search of a universal 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 understanding and a search for alternatives, which will produce desired social changes. At the graduate level, special attention and focus are directed to the less developed and the commonalities of the plight of oppressed people therein. The department seeks to carry out its program through a pattern of human relationships, which stress openness, honesty, and a cooperative spirit.

Admission Requirements

The Graduate Program in Political Science leads to the degrees of Master of Arts and Doctor of Philosophy. Students beginning graduate work in the department should have completed an undergraduate major in political science—approximately twenty-four (24) hours—with an overall “B” average. 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 above are minimal requirements for consideration for admission and the fulfillment of these requirements does not, alone, assure admission.

Requirements for the Master of Arts Degree in Political Science

For the Master of Arts degree, the department requires that students complete a minimum of twenty-four (24) graduate hours of course work and a thesis. An additional six (6) graduate hours are given upon completion of a Master’s thesis. An oral examination covering the thesis and courses taken by the student is the final degree requirement. Two (2) courses, Blacks and the American Political System and Scope and Methods of Political Inquiry, are required of all students pursuing the Master of Arts degree in Political Science. Both courses must be completed with a grade of “B” or better, prior to approval and acceptance of a student’s proposal to form an M.A. Thesis Committee. Students who earn a grade of “C” or below in either of these required courses must arrange to retake them at their very earliest convenience.

Students pursuing an M.A. degree in political science who accumulate more than six (6) graduate semester hours of “Cs” on their post-undergraduate transcript will not be retained in the M.A. Program.

Research Tools

Candidates for the Master of Arts degree must demonstrate proficiency in the use of one research tool from among the following: foreign language, statistical analysis, or computer science. Each student, in consultation with his/her faculty advisor, will decide which research tool best facilitates his/her program of study and professional career aspirations.

Requirements for the Doctor of Arts Degree in Political Science

Prerequisites for admission into the Ph.D. degree program are a master’s degree in political science and an overall academic average of “B,” or better, for work beyond the baccalaureate degree. Consideration may be given to other applicants who have earned a master’s degree in one of the related social sciences. In such cases, students should expect to be admitted conditionally, and will normally be required to take additional hours beyond the minimum in completing degree requirements.

The above are minimal requirements for consideration for admission and fulfillment of them does not, in and of themselves, assure admission.

Degree Requirements

Each candidate must complete a minimum of thirty (30) graduate semester hours beyond the master's degree. Twelve (12) additional semester hours of academic credit are granted upon completion of a doctoral dissertation.

Research Tools

The School of Arts and Sciences requires that candidates for the Ph.D. degree demonstrate a reading knowledge in two (2) foreign languages. The language requirement may be satisfied by passing a University Examination or a noncredit course in the language(s) chosen. Candidates may, upon the recommendation of the faculty, substitute courses in statistical analysis and/or computer science for the foreign languages.

Required Courses

Before being admitted to Ph.D. degree candidacy, all students must pass the following courses with a grade of "B," or better: Scope and Method of Political Inquiry, Blacks and the American Political System, and Government and Politics of Modern Africa.

Preliminary Examination

This comprehensive examination must be passed prior to admission to candidacy. Students must complete a set of four (4) written comprehensive examinations in subfields of their choice, and a formal oral examination based upon the responses submitted during the written examinations. The seven political science subfields from which students may select their area specializations include:

- African Politics
- Comparative Politics
- International Politics
- Public Administration
- Theory and Methodology
- U.S. Government and Politics, and
- Urban Politics

Students are permitted two (2) attempts at passing their preliminary examination. Failure to pass the exam will result in dismissal from the Ph.D. Degree Program.

Dissertation

All candidates for the Ph.D. degree must complete a scholarly analysis and presentation of a significant political research problem. As a preliminary phase of this process, each student must fully constitute a dissertation committee, and submit and orally defend a dissertation prospectus that outlines the methodological procedures and theoretical framework that will be employed in completing the research related to the chosen problem. All drafts submitted for review must adhere to the guidelines and standards for format and style set forth and adopted by the Department of Political Science, the School of Arts and Sciences, and the Office of Graduate Studies.

Final Examination

The final examination for Ph.D. degree candidates entails an oral defense of the dissertation. Members of the candidate's formal dissertation committee, as well as the chair of the department and interested faculty and students are invited to attend this oral defense.

POLITICAL SCIENCE CURRICULUM

The political science curriculum is organized around the political experience of black people in America and throughout the world. Listed below are course descriptions for graduate-level offerings in the Department arranged by subfields.

CPSC 500: Departmental Seminar.

Noncredit

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.

AFRICAN POLITICS

CPSC 572: International Relations of African States.

3 credits

Examination of relations among African states and their role in Third World and International politics.

CPSC 590: African Political Institutions.

3 credits

Comparative study of central, regional and local institutions of government and administration in contemporary Africa. *Prerequisite: CPSC 591.*

CPSC 591: Government and Politics of Modern Africa.

3 credits

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.

CPSC 595: Seminar in African Politics.

3 credits

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. *Prerequisites: CPSC 591 and consent of instructor; may be taken twice for academic credit.*

CPSC 596: Politics in Southern Africa.

3 credits

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. *Prerequisites: CPSC 591, or consent of instructor.*

CPSC 598: African Political Economy.

3 credits

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. *Prerequisite: CPSC 591.*

CPSC 599: Social Cleavages and Political Conflict in Africa.

3 credits

Sociological analysis of the cleavages in African social structure and their impact on political conflict and change, with particular emphasis on the role of ethnoregional groups and social classes. *Prerequisite: CPSC 591.*

COMPARATIVE POLITICS

CPSC 529: Comparative Political Systems.

3 credits

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.

CPSC 530: Government and Politics of Latin America.

3 credits

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.

CPSC 531: Politics in Developing States.

3 credits

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.

CPSC 532: Political Institutions of China.

3 credits

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.

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- CPSC 534: Comparative European Government.** **3 credits**
Cross-national analysis of political institutions and political behavior in Eastern and Western European nations.
- CPSC 535: The Politics of Revolutionary Change.** **3 credits**
Analysis of ideas which generate fundamental change, leadership and movements which organize change and examination of their successes and/or failures.
- CPSC 536: Comparative Political Parties.** **3 credits**
Examination of selected party systems, including single and multiparty systems, Marxist and non-Marxist systems, and systems in industrial and nonindustrial states.
- CPSC 537: Government and Politics of the Caribbean.** **3 credits**
Examination of political processes in Caribbean states with special emphasis on political problems arising in transition from colonial status to independence.
- CPSC 538: Seminar on Asian Politics.** **3 credits**
Survey of political processes within and interrelationships between major nations of Asia; focus on China, India, and Japan.
- CPSC 539: Third-World Women and Development.** **3 credits**
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.
- CPSC 540: The Politics of the Multinational Corporation.** **3 credits**
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.
- CPSC 541: Politics and Education.** **3 credits**
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.
- CPSC 542: Seminar on Comparative Politics.** **3 credits**
Designed for advanced students concentrating in Comparative Politics; focus on readings and research on selected topics and problems in comparative politics.
- INTERNATIONAL POLITICS**
- CPSC 533: Chinese Foreign Policy.** **3 credits**
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.
- CPSC 570: International Relations.** **3 credits**
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.
- CPSC 571: Japanese Politics and Foreign Policy.** **3 credits**
Survey of contemporary Japanese politics, government and foreign relations; focus on post-World War II period.
- CPSC 573: United States Foreign Policy.** **3 credits**
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.
- CPSC 574: Third-World Nations and International Politics.** **3 credits**
Role of policies, actions and techniques of Third-World nations in the international area analyzed for trends and continuities.

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- CPSC 575: European Foreign Policies.** **3 credits**
Analysis of foreign policies of nations of Eastern and Western Europe with special attention to past and present colonial policies toward Third-World nations.
- CPSC 576: Military Power in International Relations.** **3 credits**
Military power as a technique to achieve goals in the international arena; special attention to contemporary warfare and wars of liberation.
- CPSC 577: International Organizations.** **3 credits**
General development of world organizations; principles, structures, methods, and operation of international governmental institutions; special attention to the United Nations and related agencies.
- CPSC 578: Colloquium on International Politics of Asia.** **3 credits**
Analysis of Asian politics, comparative foreign policies, and international relations; focus on foreign relations of indigenous nations and role played by great powers.
- CPSC 579: Politics of International Trade.** **3 credits**
Identification and analysis of the political forces which influence commerce among nations; special attention to trade relations between industrial and nonindustrial nations.

THEORY AND METHODOLOGY

- CPSC 543: Political Theory.** **3 credits**
In-depth analysis of major schools of thought in the field of political theory from the classical period to the present.
- CPSC 560: African-American Political Thought.** **3 credits**
Analysis of categories of black political thought; emphasis on meaning of theory related to black political thinking.
- CPSC 600: African Political Ideas.** **3 credits**
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.
- CPSC 601: Philosophy of Science.** **3 credits**
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.
- CPSC 602: Scope and Method of Political Inquiry.** **3 credits**
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.
- CPSC 603: European Political Philosophy.** **3 credits**
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.
- CPSC 605: Seminar in Political Theory.** **3 credits**
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.
- CPSC 606: Feminist Theory.** **3 credits**
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.
- CPSC 608: Problems in Political Science Research.** **3 credits**
Intensive examination of problems of conceptualization, design and experimentation in political science research.

CPSC 609: American Political Thought. **3 credits**
Survey of ideas, personalities and relevant ideologies that have evolved out of American political culture and practice.

U.S. GOVERNMENT AND POLITICS

CPSC 502: Government and Business. **3 credits**
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.

CPSC 503: Public Opinion and Propaganda. **3 credits**
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.

CPSC 504: Techniques of Political Control. **3 credits**
Examination of the tools used by power holders to control society, with special attention to the condition of African Americans in the United States.

CPSC 505: Political Parties. **3 credits**
Explores the types, the nature and the different structures of political parties in America and abroad; theories about political parties are also explored.

CPSC 506: Black Political Parties. **3 credits**
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.

CPSC 507: Politics of Rural United States. **3 credits**
Analysis of political trends and movements in rural America.

CPSC 508: Seminar in Southern Politics. **3 credits**
Examination of Southern politics in state, nation, and the international arena; the approach is systematic and comprehensive, with focus on blacks in the region.

CPSC 509: The United States Presidency. **3 credits**
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.

CPSC 510: The Congressional Process. **3 credits**
Analysis of the U.S. Congress, especially the internal structure, power uses, pressure politics, executive relations, constituency relations and intra-Congress conflicts.

CPSC 511: American Federalism. **3 credits**
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.

CPSC 513: American Political Process. **3 credits**
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.

CPSC 514: Seminar in Judicial Process. **3 credits**
Studies of court systems at each level, jury process, substantive judicial issues, with emphasis on the role of African-American participants.

CPSC 515: Legislative Process. **3 credits**
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.

CCPSC 516: Seminar/Internship on the Georgia Assembly.

3 credits

During the annual legislative sessions, students serve as interns and participant-observers of the Georgia legislature; research papers required.

CPSC 517: Women in Politics Seminar.

3 credits

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.

CPSC 548: U.S. Constitutional Law.

3 credits

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.

CPSC 550: The Judicial Process.

3 credits

Introduction to the function of the judicial process in the U.S. political system with special attention to the politics of the judicial process.

CCPSC 551: The Constitution and Civil Liberties.

3 credits

Study of the judicial protection of rights and liberties under the Bill of Rights and the Thirteenth, Fourteenth and Fifteenth Amendments.

CPSC 552: Seminar in U.S. Government and Politics.

3 credits

Explores contemporary issues and problems in American government and politics.

CPSC 553: Blacks and the American Political System.

3 credits

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.

CPSC 554: State and Local Politics.

3 credits

Examination of state and local political institutions; tools of political participation thoroughly analyzed; entrance of blacks into state and local politics assessed.

URBAN POLITICS

CPSC 512: Black City Politics.

3 credits

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.

CPSC 518: Seminar in Urban Problems.

3 credits

A rotating topic seminar involving in-depth exploration of problems common to major urban centers; topic will be announced each semester.

CPSC 519: Urban Politics.

3 credits

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.

CPSC 520: Politics of Public Finance.

3 credits

Basic concepts and modes of government financing, especially those of local government, with attention to implications for units of government under black political authority.

CPSC 522: Urban Political Movements.

3 credits

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.

CPSC 523: Atlanta City Politics.	3 credits
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.	
CPSC 525: Political Demography and Urban Change.	3 credits
Analysis of impact of population shifts and other demographic factors upon urban change; special emphasis upon black migration patterns and resulting public policy.	
CPSC 526: Approaches to the Study of Urban Politics.	3 credits
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.	
CPSC 640: Independent Research.	3 credits
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.	
CPSC 701: Thesis Consultation.	1 credit
CPSC 705: M.A. Thesis Research.	3 credits
CPSC 801: Dissertation Consultation.	1 credit
CPSC 805: Dissertation Research.	3 credits

PUBLIC ADMINISTRATION

Oglethorpe Hall, Room 204

Telephone: 404-880-6650

Program of Study

The Department offers a Master of Public Administration degree developed around a group of core courses designed to provide students with a general background in the field of public administration. Forty-two hours are required for the MPA. Students may select options in specialized areas as they are developed. Presently, there are specialized concentrations in community and economic development, human resources management, international administration and development management, public policy and urban administration. Internships are required of all students. Three semester hours credit toward the degree are awarded upon completion of the internship.

Admission Requirement

A bachelor's degree with a minimum quality point index of 2.50 on a 4.0 scale is required. In selecting applicants, consideration is given to academic backgrounds, work experiences and potential for completing requirements for the degree. Applicants must also submit their scores from the Graduate Record Examination and three (3) letters of recommendation. Persons admitted without having taken a course in American Government are required to take such a course. This course is not included in credits required for graduation, nor is it offered by the Department.

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 entered careers in teaching.

Degree Requirements

The minimum requirements for the Master of Public Administration degree are as follows:

1. Completion of thirty-nine (39) semester hours of course work in public administration and other special areas as approved by the Department, plus an internship worth three (3) hours of credit. A total of forty-two (42) semester hours is required for the degree.
2. Completion of a twelve (12)-week internship selected and supervised by faculty of the Department, with a longer period desirable.
3. Completion of an Exit (Research/Policy) Paper approved by the faculty.

COURSE DESCRIPTIONS

CPAD 501: Public Administration - Survey of the Field.

3 credits

Study of basic principles and practices of public administration in the U.S.; focuses on organizational issues, administrative processes, administrative ethics, decision-making and problem solving.

CPAD 502: Organization Theory and Bureaucratic Behavior.

3 credits

Emphasis on organizational dynamics in modern public organizations; classic and contemporary organizational theory; organizational linkages, human behavior in organizational settings.

CPAD 503: Research Methods.

3 credits

Traditional research techniques introduced; research design and preliminary analysis presented; also research ethics and methods of formal preparation and presentation of reports.

CPAD 504: Research Data Analysis.

3 credits

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 analyses.

CPAD 505/CECO 520: Economics for Public Administrators.

3 credits

Designed to provide public administrators with fundamental economics background necessary to understand and implement policy; topics include fiscal and monetary policy, government regulation of the private sector, the federal budget and local fiscal problems.

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- CPAD 506: Public Budgeting and Finance.** **3 credits**
Examination of public sector budgeting; special emphasis on federal budget practices and procedures; unified budgets; national income accounts; budget cycle; executive and legislative roles in the budget process.
- CPAD 507: Formulation of Public Policy.** **3 credits**
Emphasizes the moral, ethical and competitive nature of policy formulation. Contemporary models of policy analysis explored; students required to analyze development of selected public laws from inception to enactment.
- CPAD 508: Human Resource Management.** **3 credits**
Develops understanding of and competencies in strategic human resource policies, methods and techniques as organizational management functions.
- CPAD 509: State and Local Government Finance.** **3 credits**
Detailed study of activities and approaches to public fiscal management at state and local levels; examination of capital budgeting, debt management, cash taxation and forecasting.
- CPAD 510: Program Design, Implementation and Evaluation.** **3 credits**
Techniques for designing programs and implementing new programs with existing organizations are explored; methods of evaluation of program operations and achievement of primary and secondary objectives are introduced.
- CPAD 511: Applied Urban Management.** **3 credits**
Application of management concepts to operations of urban units of governments; emphasis on performing management tasks and use of techniques for interacting with diverse interest groups in the urban setting.
- CPAD 512: Internship.** **3 credits**
A minimum of twelve (12) weeks in an approved, supervised internship is required.
- CPAD 513: Independent Study.** **3 credits**
Offered by special arrangement with faculty in areas approved by the Department.
- CPAD 514: Public Management.** **3 credits**
Focuses on managerial practices in government at all levels. Cases are used to study public management.
- CPAD 515: Comparative Administration.** **3 credits**
Cross-national examination of selected public bureaucracies, analysis of concepts, issues and problems of development administration in Third-World countries.
- CPAD 516: Fundamentals of Social Policy.** **3 credits**
Focuses on the basics of social policy in the U.S. with discussions on the role of government and contributions of policy sciences to social policy development.
- CPAD 517: Labor-Management Relations.** **3 credits**
History and current state of collective bargaining in the public sector explored; laws and practices affecting collective bargaining in the public sector are examined. Critical labor-management relations issues are analyzed in the context of work-force development and organizational effectiveness.
- CPAD 518: Strategic Human Resource Planning.** **3 credits**
Emphasis is on depth analysis of human resource planning and development for organizational needs, planning tools, techniques and methods are presented; particular focus on succession planning and strategic human resource planning.
- CPAD 519: Development Administration.** **3 credits**
Explores evolution of theories and principles of development administration from initial focus of institution-building in the 1960s to basic human needs approaches of the 1970s to current emphasis on capacity-building within the context of international development organizations.
- CPAD 520: International Administration.** **3 credits**
Examines the proliferating number of governmental and nongovernmental organizations in the international system with

emphasis on the United Nations organizations and United States Overseas programs. Issue areas such as personnel and staffing policies, as well as the role and impact of development administration and international organizations in today's interdependent global village are covered.

CPAD 521: Principles of Community and Economic Development.

3 credits

Introduction to national planning and decision-making process as well as methods and techniques frequently employed in developing plans, projects and programs to achieve community and economic development goals in urban areas.

CPAD 523: Development Finance.

3 credits

Focuses on the centrality of government-initiated financial/budgetary activities and instruments commonly used to finance infra-structural development; also examines existing problems of financial management practices and budget approaches to overall financial capacity of less-developed countries.

CPAD 524: Seminar: Contemporary Problems in Urban Management.

3 credits

Current trends and new concepts in solving problems in managing the urban environment; alternative modes of service delivery are explored.

CPAD 525: Seminar: Public Policy Formulation and Analysis.

3 credits

Discussion and analysis of selected issues and policies; impact of selected policies a central focus.

CPAD 526: Seminar: Topics in International Administration and Development Management.

3 credits

Examines selected topics in international and development administration; emphasis on developing conceptual tools for analysis and resolution of problems relating to administration and management of societal changes and development.

CPAD 527: Compensation Management.

3 credits

Concepts theories, developments and practical applications in the compensation management field are presented. Characteristics and design of compensation plans are evaluated based on their cost and effectiveness, as well as the return on the organizations' investment.

CPAD 528: Seminar: Human Resources Management.

3 credits

Modern practices and techniques in management of human resources are presented for discussion and analysis. The expanded functions of human resource management are highlighted.

CPAD 529: Paper Research.

3 credits

CPAD 530: Paper Consultation.

1 credit

CPAD 531: Seminar: Contemporary Problems in Community and Economic Development

3 credits

Focuses on a discussion of some of the major issues/policies in the field of community and economic development with an emphasis on identifying creative solutions. Innovative practices in various communities are highlighted as "models" for potential replication.

SCHOOL OF BUSINESS ADMINISTRATION

OFFICE OF THE DEAN
101 Wright-Young Hall
Telephone: 404-880-8454

SCHOOL HISTORY AND ACCREDITATION

Business Administration at the 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. The first A.B. degree in Business Administration was offered at the former Clark College in 1931, and a separate School of Business Administration was established at the former Atlanta University in 1946. These two historically black institutions were pioneers in offering business undergraduate and graduate degrees in higher education. In the early years, about one-fourth of all 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, and in 1973 the MBA Program was accredited by the American Assembly of Collegiate Schools of Business (AACSB - International). The accreditation was renewed in 1985. In July 1989, the two programs merged. In 1995 the undergraduate program received initial accreditation and the graduate program was reaffirmed. The School of Business has been continuously accredited by AACSB – International since 1973.

MISSION STATEMENT

The mission of the School of Business Administration is to provide undergraduate and graduate business education by integrating scholarship and business experience in innovative educational programs. Such programs require developing and exchanging innovative ideas and problem-solving skills. At the School of Business Administration, educational programs contribute to the continuous development of leaders dedicated to promoting economic growth in an environment of fairness, integrity, and cultural diversity. By stressing interdisciplinary educational programs and intellectual contribution, the School of Business Administration strives to be in the vanguard of business education and the acquisition of new knowledge. The cultural environment fosters continuous exchange of ideas, access to faculty and facilities, pursuit of independent interests, and a desire to serve academic and business communities. The School is committed to integration and balance in teaching, intellectual contribution, and service.

TEACHING OBJECTIVES

- T-1 To educate students in analytical, ethical, social, and human aspects of business issues and decision making as required by international business communities.
- T-2 To stimulate the desire to learn through a variety of teaching methodologies.
- T-3 To pursue interdisciplinary learning opportunities with a diversity of colleges, universities, and business organizations.
- T-4 To augment written and oral communication and microcomputer skills of the students.
- T-5 To enhance faculty teaching skills and knowledge of business practices.

INTELLECTUAL CONTRIBUTION OBJECTIVES

- IC-1 To promote intellectual contributions that improve educational processes and provide insight into business analysis, practice, and policy.
- IC-2 To encourage interdisciplinary intellectual contributions.
- IC-3 To emphasize quality of intellectual contributions more than quantity.
- IC-4 To evaluate long-term impact of intellectual contributions instead of their immediate acceptance.

SERVICE OBJECTIVES

- S-1 To promote active involvement of the business community in educational programs in order to expose students to real-world business issues and practices.
- S-2 To encourage faculty, staff, and students to become involved in business community activities, such as internship, consulting, continuing education, and public service.
- S-3 To support faculty and staff interactions with diverse communities, including academic institutions and associations.
- S-4 To interact with government and not-for-profit agencies on matters of public policy that affect national and international business communities.
- S-5 To encourage faculty and staff to assume constructive roles in the processes of educational policy formation, school and university service, and student life.

CULTURAL OBJECTIVES

- C-1 To provide opportunities for faculty, staff, and students to search for solutions to major social problems, such as racism, sexism, age discrimination, and economic deprivation through scholarly intellectual contribution and service to international business communities.
- C-2 To encourage qualified African-American students to pursue careers in university academics and to aspire to obtaining doctoral degrees in business disciplines.
- C-3 To promote an atmosphere for continuous improvement in all activities at the School of Business Administration.
- C-4 To continuously search for opportunities to solicit and integrate advice and opinions of business leaders into academic curricula and programs.

DEGREES OFFERED:

Master of Accounting
Bachelor of Arts/Master of Arts Dual Degree in Accounting
Master of Business Administration
Master of Arts in Economics

AREAS OF CONCENTRATION:

Accounting
Decision Sciences/Information Systems
Finance
Marketing

MBA PROGRAM ADMISSION

Graduates of colleges and universities accredited by a regional accrediting agency are eligible to be considered for admission. The following must be submitted before the Admissions Committee will review an applicant's file:

- A complete application form (application deadline is April 1).
- A nonrefundable application fee of \$40.00 (\$55.00 for international students, money order or cashier's check only).
- A current resume.
- Essays describing (1) career objectives, (2) reasons for selecting CAUSBA, and (3) personal strengths and areas where improvement is desired. Essays should be limited to 500 words each.

-
- Results of the Graduate Management Admission Test (GMAT) reported directly from the Educational Testing Service.
 - Official transcript from every college and university attended, covering all prior course work (to be sent directly to the University by each school).
 - Three letters of reference (to be sent directly to the Office of Admissions by the writer).
 - If students' native language is not English, they must demonstrate competency in English on the Test of English as a Foreign Language (TOEFL).
 - Evaluation interviews while encouraged are not required for admission consideration. The Admissions Committee reserves the right to request an interview to better evaluate applicants.

International students once notified of eligibility for admission must send tuition and fees for one year, or evidence of government scholarship to the Office of Admissions at Clark Atlanta University. Subsequently, an admission letter and a Form I-20 will be issued.

DEFERRED ADMISSION

Deferred admission may be recommended by the Admissions Committee, or it may be requested by applicants. Under this policy, admission is granted for a subsequent year, and no further application is required.

REQUIREMENTS FOR THE MBA DEGREE

In addition to the general requirements of the University for the master's degree, completion of sixty (60) semester hours of graduate study is required for the Master of Business Administration degree. The sixty (60)-hour requirement consists of forty-two (42) hours of required core courses and eighteen (18) hours of elective course work. Of the eighteen (18) hours of elective courses, twelve must be in the area of concentration and six (6) outside of it.

Up to six (6) hours of graduate course work, completed prior to admission to the MBA Program, may be considered for transfer credit and applied toward the sixty (60)-hour requirement. A grade of "B" or better must have been earned in the course(s) in question and the course(s) must be equivalent in content and character to CAU's MBA courses. Requests for consideration of transfer credit must be submitted in writing to the Office of the Dean.

REQUIREMENTS FOR THE WORKING PROFESSIONAL MBA DEGREE

In addition to the general requirement of the University for the Master's degree, completion of 53.25 semester hours of graduate study is required for Working Professional/MBA Degree. The courses are modular based and are not transferable to the full-time MBA program. No previous graduate work is transferable to the Working Professional Program.

ORIENTATION

Incoming MBA students are required to participate in an Intensive Quantitative and Qualitative Enrichment (IQQE) Workshop prior to the start of the program.

CURRICULUM

The School's curriculum is designed around sequential course work providing an education experience that prepares students for leadership challenges and responsibilities in public and private sectors.

Students may select from four areas of concentration: Accounting, Decision Sciences/Information Systems, Finance, and Marketing. Concentration courses are structured to provide substantive knowledge in the area selected. Students in the Working Professional program may select from two concentrations: Finance and Marketing.

SEQUENCE OF COURSES FOR THE MBA PROGRAM

First Semester		Credit Hours
CSB 5513	Microeconomics	3
CSB 5709	Managerial Communications	3
CSB 5210	Marketing Management	3
CSB 6510	Statistical Analysis for Business and Economics	4
CSB 6600	Financial Accounting	3
Second Semester		
CSB 5410	Financial Management	4
CSB 5510	Introduction to Information Systems	3
CSB 5512	Macroeconomics	2
CSB 5710	Organizational Behavior	3
CSB 6610	Introduction to Managerial Accounting	3
Third Semester		
CSB 5712	Legal Social and Ethical Aspects of Business	3
CSB 6512	Production and Operations Management	3
CSB	Elective	3
CSB	Elective	3
CSB	Elective	3
Fourth Semester		
CSB 6219:	International Business	2
CSB 6710:	Business Policy	3
CSB	Elective	3
CSB	Elective	3
CSB	Elective	3
Total Number of Hours		60

Students take twelve (12) hours of electives in their area of concentration and six (6) hours of free electives in the graduate programs.

SEQUENCE OF COURSES FOR THE WORKING PROFESSIONAL MBA PROGRAM

First Session		Credit Hours
SB 8610	Financial Accounting	1.7
SB 8210	Marketing Management	1.7
SB 8510	Statistical Analysis I	1.5
SB 8515	Economic Analysis	1.5
SB 8711	Executive Leadership I	0.5
SB 8514	Information Systems I	1
	IQOE	0
Second Session		
SB 8621	Managerial/Financial Accounting	2.3
SB 8420	Financial Management I	1.7
SB 8721A	Organizational Behavior	1.3
SB 8520	Statistical Analysis II	1
SB 8720	Information Systems II	1.2
SB 8721B	Communications Workshop	1
SB 8721B	Executive Leadership II	0.5
Third Session		

SB 8632	Managerial Accounting	1.7
SB 8230	Consumer Behavior	1.7
SB 8431	Financial Management II	1.7
SB 8535	Global Economics	1.3
SB 8731	Organizational Behavior	1
SB 8731B	Executive Leadership III	0.5
SB 8531	Production and TQM	1

Fourth Session

SB 8440	Financial Markets (Section 1) or	1.7
SB 8240	Marketing Research (Section 2)	1.7
SB 8540	Acctg. Info. Sys. Analysis Design	1.7
SB 8541	Operations Management	1.5
SB 8544	Information Sys. III	1.3
SB 8740	Managerial Communications I	1
SB 8465	Global Business Strategy	1.3
SB 8741	Executive Leadership IV	0.25

Fifth Session

SB 8451	Corporate Finance I (Section 1)	1.7
SB 8461	Corporate Finance II (Section 1) or	1.7
SB 8251	Brand and Product Mgt. (Section 2)	1.7
SB 8252	Marketing Strategy (Section 2)	1.7
SB 8850	Integrative Capstone Bus. Project	2.6
SB 8751	Executive Leadership V	0.5
SB 8550	Optimization Simulation	1.3
SB 8752	Managerial Communications II	1

Sixth Session

SB 8452	Portfolio Management (Section 1)	1.7
SB 8462	Financial Strategy (Section 1)	1.7
SB 8261	Global Marketing (Section 2)	1.7
SB 8262	Sales Strategy (Section 2)	1.7
SB 8561	Database Management	1.7
SB 8463	Competitive Strategy	1.3
SB 8745	Bus. Legal Issues/Bus. Eth	1.3
SB 8761	Executive Leadership VI	0.5
SB 8562	Forecasting	1

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 these merit-based scholarships is April 1.

PLACEMENT

The School's Office of Career Planning and Placement offers students the opportunity to explore and prepare for a wide variety of business opportunities. This office advises students on resume preparation, development of interviewing skills, and a wide variety of personal and professional development issues. Through its organized programs, the placement process schedules corporate receptions, information sessions, and on-campus interviews for students. Approximately sixty (60) major firms recruit on campus. Students are able to see the spectrum of business opportunities and to present their strengths and make informed choices regarding careers.

ACCOUNTING DEPARTMENT
Wright-Young Hall, Room 201B
Telephone: 404.880.8480

DEPARTMENT PURPOSE

The School of Business Administration at Clark Atlanta University confers (1) the Bachelor of Arts in Accounting and the Master of Arts in Accounting dual degree and (2) the Master of Arts in Accounting degree. Graduating students in Business Administration are prepared to pursue advanced studies at the doctoral level and professional careers in business. Graduating students with a major in Accounting obtain a practical and theoretical knowledge of accounting preparing them for successful careers in public, private, and government accounting.

DUAL-DEGREE PROGRAM IN ACCOUNTING
BACHELOR OF ARTS IN ACCOUNTING AND MASTER OF ARTS IN ACCOUNTING DEGREES

The Dual-Degree program in Accounting leads to the simultaneous award of the Bachelor of Arts in Accounting and the Master of Arts in Accounting degrees. The two degrees will be awarded on the basis of 150 semester hours. Completing the Dual-Degree program in Accounting will satisfy the 150 semester hour requirement in most states and territories in order to apply for admission to the unified Certified Public Accountants (CPA) examination. As soon as possible, candidates for admission to the CPA examination are strongly advised to verify any additional courses required by their desired state or territory of certification.

In order to be admitted to the Dual-Degree program in Accounting, the student must (1) have a minimum cumulative undergraduate grade point average of 2.5 on a four (4)-point scale, (2) complete the Graduate Management Admissions Test (GMAT) with a minimum score of 400, and (3) be admitted to the program by the beginning of the undergraduate senior year. Students are required to attain minimum grades of “C” in all undergraduate Business Core courses, all required undergraduate accounting courses, MAT 209, Mathematics for Decision Makers and MAT 210, Calculus, CENG 105 English Composition I, CENG 106 English Composition II, and all graduate courses. Also, students are required to attain a minimum cumulative grade point average of “3.0” in all graduate courses for award of the Master of Arts in Accounting degree.

Sample Plan of Study

The following sample plan of study illustrates how required and elective courses can be arranged for students pursuing the Dual-Degree Program in Accounting. This is a suggested plan of study, not a mandatory one. However, students must adhere to all program requirements and course prerequisites.

<u>Freshman Year</u>		Semester Hours (17)
First Semester:		
CENG 105	English Composition I	3
CGED 100	First-Year Seminar I	1
CMAT 209	Mathematics for Decision Makers	3
CBIO 101	Biological Science and Lab	3
CSTA 101	Fundamentals of Speech	3
CSOC 105	Culture and Society	3
or	or	3
CPSC 106	Political and Global Issues	
CPED 101	Physical Education	1
Second Semester:		Semester Hours (16)
CENG 106	English Composition II	3
CGED 101	First-Year Seminar I	1
CMAT 210	Calculus	3
CPHY 102	Physical Science and Lab	3
CCIS 100	Information Technology and	
CPSY 211	Computer Applications	3
	General Psychology	3

Sophomore Year

First Semester:		Semester Hours (18)
CHIS-C 201	U.S., Africa and World I	3
CECO 251	Principles of Macroeconomics	3
CMFL 201	Foreign Language	3
CBUS 207	Principles of Accounting I	3
CENG-C 201	World Literature	3
CPhi XXX	Philosophy Elective	
or	or	3
CREL XXX	Religion Elective	

Second Semester:		Semester Hours (16)
CHIS-C 202	U.S., Africa and World II	3
CECO 252	Principles of Microeconomics	3
CMFL 202	Foreign Language	3
CBUS 208	Principles of Accounting II	3
CBUS 295	Leadership and Professional Development I	1
CPhi/CREL	Philosophy/Religion Requirement	<u>3</u>

Junior Year

First Semester:		Semester Hours (16)
CBUS 303	Intermediate Accounting I	3
CBUS 305	Cost Accounting	3
CBUS 313	Business Statistics	3
CBUS 330	Legal, Social & Ethical Aspects of Business I	3
CBUS 341	Business Finance	3
CBUS 395	Leadership & Professional Development II	1

Second Semester:		Semester Hours (15)
CBUS 304	Intermediate Accounting II	3
CBUS 308	Accounting Information Systems	3
CBUS 340	Principles of Management	3
CBUS 331	Legal, Social & Ethical Aspects of Business II	3
CBED 325	Business Communications	3

Senior Year

First Semester:		Semester Hours (16)
CBUS 335	Principles of Marketing	3
CBUS 426	Auditing	3
CBUS 460	Individual Income Tax	3
CBUS 495	Production and Operations Management	3
	Leadership and Professional Development III	1
	Graduate Elective	3

Second Semester:		Semester Hours (15)
CBUS 465	Advanced Accounting	3
CBUS 485	Business Policy	3
CBUS 427	Business Income Tax	3
CHUM XXX	Humanities Elective	3
	Graduate Elective	3

Fifth Year

First Semester:		Semester Hours (12)
CSB 6618	International Accounting	3
CSB 6620	Cost Management Systems	3
CSB 6621	Current Accounting Theory and Practice	3
	Graduate Elective	3

Second Semester:		Semester Hours (12)
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CSB 5606	Advanced Auditing	3
CSB 5690	Fund Accounting	3
CSB 6623	Advanced Accounting Information Systems	3
	Graduate Elective	3

The Chairperson of the Accounting Department is the student advisor for the Dual Degree in Accounting program. Students are encouraged to select graduate electives from the other business disciplines of Finance, Marketing, Management, Economics, and Decision Sciences as well as from the Computer Information Systems discipline. Graduate courses, which substantially duplicate courses required for entry into the program (e.g., CSB 6600, Financial Accounting and CSB 6610, Managerial Accounting), will not be approved as graduate electives for the Dual Degree in Accounting program.

MASTER OF ARTS IN ACCOUNTING PROGRAM

This program leads to the award of the Master of Arts in Accounting degree. This degree requires 30 semester hours. Successfully completing the Master of Arts in Accounting degree will allow students with an undergraduate degree in Accounting or the equivalent to satisfy the 150 semester-hour requirement in most states and territories in order to apply for admission to the unified Certified Public Accountants (CPA) examination. As soon as possible, candidates for admission to the CPA examination are strongly advised to verify any additional courses required by their desired state or territory of certification.

In order to be admitted to the Master of Arts in Accounting program, applicants must have completed (1) the Graduate Management Admissions Test (GMAT) with a minimum score of 400 and (2) an undergraduate degree in business from an accredited college or university with a minimum cumulative undergraduate grade-point average of 2.5 on a four (4) point scale, which includes or has been supplemented by the following Clark Atlanta University courses or their equivalent:

CBUS 303	Intermediate Accounting I
CBUS 304	Intermediate Accounting II
CBUS 305	Cost Accounting
CBUS 308	Accounting Information Systems
CBUS 405	Auditing
CBUS 426	Individual Income Tax
CBUS 427	Business Income Tax
CBUS 465	Advanced Accounting

Deficiencies in meeting these course requirements must be made up without credit in the graduate program. Any undergraduate courses that are prerequisites for graduate courses must be completed without graduate credit for admission to the course in question. Students must complete all graduate courses with a minimum cumulative grade point average of 3.0, including eighteen (18) semester hours of required courses and twelve (12) semester hours of graduate electives.

Sample Plan of Study

The following sample plan of study illustrates how required and elective courses can be arranged for students pursuing the Master of Arts in Accounting degree. This is a suggested plan of study, not a mandatory one. However, students must adhere to all program requirements and course prerequisites.

First Semester:		Semester Hours (15)
CSB 6618	International Accounting	3 _____
CSB 6620	Cost Management Systems	3 _____
CSB 6621	Current Accounting Theory and Practice	3 _____
	Graduate Elective	3 _____
	Graduate Elective	3 _____
Second Semester:		Semester Hours (15)
CSB 5606	Advanced Auditing	3 _____
CSB 5690	Fund Accounting	3 _____
CSB 6623	Advanced Accounting Information Systems	3 _____
	Graduate Elective	3 _____

The Chairperson of the Accounting Department is the student advisor for the Master of Arts in Accounting program. Students are encouraged to select graduate electives from the other business disciplines of Finance, Marketing, Management, Economics, and Decision Science as well as from the Computer Information Systems discipline. Basic courses, which substantially duplicate courses required for entry into the program (e.g., CSB 6600, Financial Accounting and CSB 6610, Managerial Accounting), will not be approved as graduate electives for the Master of Arts in Accounting program.

COURSE DESCRIPTIONS

CSB 5606: Advanced Auditing and Analytical Procedures.

3 credits

Utilization of analytical procedures to understand a client's business; identify unusual trends, relationships, and variations 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.

CSB 5690: Governmental and Nonprofit Accounting.

3 credits

Provides a working knowledge of governmental and nonprofit accounting and financial reporting, and prepares students for professional certification in these areas. The course incorporates real world problems in the study of governmental accounting regulations. Nonprofit accounting instruction gives students the knowledge needed to work with nonprofits as auditors, board members, or volunteers.

CSB 6600: Financial Accounting.

3 credits

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. *Prerequisites: None. Not open to Dual-Degree in Accounting and Master of Accounting students.*

CSB 6610: Managerial Accounting.

3 credits

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. *Prerequisite: CSB 6600: Financial Accounting with a minimum grade of "C." Not open to Dual-Degree in Accounting and Master of Accounting students.*

CSB 6611: Intermediate Accounting I.

3 credits

A one-semester course introducing the conceptual framework of accounting, financial statements, current assets, fixed assets, long-term investments, liabilities, owners' equity, and special problems in income determination and reporting. *Prerequisite: CSB 6610, Managerial Accounting with a minimum grade of "C."*

CSB 6612: Intermediate Accounting II.

3 credits

A one-semester course introducing the conceptual framework of accounting, financial statements, current assets, fixed assets, long-term investments, liabilities, owners' equity, and special problems in income determination and reporting. *Prerequisite: CSB 6611, Intermediate Accounting I with a minimum grade of "C."*

CSB 6618: International Accounting.

3 credits

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

CSB 6620: Strategic Cost Analysis.

3 credits

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.

CSB 6621: Accounting Practice I.**3 credits**

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.

CSB 6622: Accounting Practice II.**3 credits**

A case-based and problem-solving graduate seminar class that provides the students with the opportunity to identify and research issues in accounting; prepares for the CPA or CMA certification using review materials; and enhances the students' professional written communication skills.

CSB 6623: Advanced Accounting Information Systems.**3 credits**

Study of accounting systems data security, fiduciary and reliability risks and mitigating internal controls. Emphasis is on the revenue and expenditure cycles and computer-assisted audit techniques.

CSB 6628: Forensic Accounting.***3 credits**

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 examined include investigating theft and concealment, conversion investigation methods, inquiry methods, and fraud reports.

CBS 6630: Professional Accounting Internship.***3 credits**

Professional accounting field work, under the direction of a faculty member, in a public accounting firm, corporate enterprise, or not-for-profit organization. Students gain relevant practical experience which builds on prior course work and provides an experiential knowledge base for their remaining graduate course work.

CSB 7600: Special Problems in Accounting.**3 credits**

A one-semester course including discussions of selected issues in Accounting. *Prerequisite: Permission of the instructor.*

MBA for Working Professionals (MBAWP) Accounting Courses

These courses are not open to full-time students

CSB 8610: Financial Accounting.**1.7 credits**

A one-trimester 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. *Prerequisites: Acceptance to the Working Professionals Master of Business Administration degree program.*

CSB 8621: Financial/Managerial Accounting.**2.3 credits**

A one-trimester 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. *Prerequisite: Acceptance to the Working Professionals Master of Business Administration degree program and CSB 8610, Financial Accounting with a minimum grade of "C."*

CSB 8632: Managerial Accounting.**1.7 credits**

A one-trimester 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. *Prerequisite:*

Acceptance to the Working Professionals Master of Business Administration degree program. and CSB 8621, Financial/Managerial Accounting with a minimum grade of "C."

DECISION SCIENCES DEPARTMENT**Wright-Young Hall, Room 201-B****Telephone: 404-880-6286****DEPARTMENT BACKGROUND**

The Department offers core courses in the areas of Economics, Quantitative Methods, Operations Management and Information Systems for the MBA Program. The courses offered by the Department emphasize relevant and useful instruction, research, and service. Focus is on applications of quantitative techniques and information technology for managers

and small business entrepreneurs.

The courses listed below fit in as indicated in the Master of Business Administration Program. Sixty (60) hours are required for the MBA degree.

MBA CORE COURSES

(REQUIRED FOR ALL MBA PROGRAM STUDENTS)

CSB 5510: Introduction to Information Systems.

3 credits

Overview of information processing techniques and equipment and their impact on the organization; exposes software consideration and provides opportunity for learning a programming language.

CSB 5512: Macroeconomics.

3 credits

Focuses on aggregative economics, magnitudes of output, employment, investment, savings and money supply aspects of the economy.

CSB 5513: Microeconomics.

3 credits

Focuses on the decision processes of consumers and firms and examines their interaction in the marketplace.

CSB 6510: Statistical Analysis for Business and Economics (Same as CECO 600).

4 credits

Studies use and application of descriptive statistics, probability, statistical inference, analysis of variance, simple regression, multiple regression and design of experiments.

CSB 6512: Production and Operations Management.

3 credits

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.

Prerequisite: CSB 6510.

Elective Courses. (Four courses required for Decision Sciences area of concentration in MBA Program. Open to other MBA students as electives.)

CSB 6515: Systems Analysis and Design.

3 credits

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. *Prerequisite: CSB 5510.*

CSB 6517: Computer Applications in Decision Sciences.

3 credits

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. *Prerequisite: CSB 6510.*

CSB 6519: Database Management.

3 credits

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. *Prerequisite: CSB 5510.*

CSB 6523: Business Forecasting Methods.

3 credits

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.

CSB 7500: Special Problems in Decision Sciences.

3 credits

Prerequisite: permission of instructor.

MBA courses for Working Professionals (WP MBA)

These courses are not open to full-time MBA Students

CSB 8510: Statistical Analysis I.	1.5 credits
Use and application of descriptive statistics, probability, statistical inference, and analysis of variance.	
CSB 8514: Information Systems I.	1 credit
This course is an intensive survey of technologies used to support selected aspects of electronic commerce and enterprise resource planning.	
SB 8520: Statistical Analysis II.	1 credit
Studies use and application of simple regression, multiple regression, and design of experiments.	
CSB 8524: Information Systems II.	1 credit
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.	
CSB 8531: Production and Total Quality Management.	1 credit
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.	
CSB 8540: Accounting Information Systems Analysis and Design.	1.7 credits
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.	
CSB 8541: Operations Management.	1.5 credits
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.	
CSB 8544: Information Systems III.	1.3 credits
Overview of information processing techniques and equipment and their impact on the organization; exposes software consideration and provides opportunity for learning a programming language.	
CSB 8550: Optimization and Simulation.	1.3 credits
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.	
CSB 8561: Database Management.	1.3 credits
The course examines the basic features of database management systems. Definitions and overview, design considerations, data description and data manipulation, physical storage of data, controls, etc.	
CSB 8562: Business Forecasting.	1 credit
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.	

ECONOMICS DEPARTMENT
Wright-Young Hall, Room 201-B
Telephone: 404-880-6288

PURPOSE AND GOAL

The Department of Economics has as its mission an increase in the number of American and foreign students trained with an understanding of economic problems and solutions confronting the United States and developing nations. Special attention is devoted to problems of and solutions to the underprivileged African Americans and residents of Third-World nations. The Department is committed to strong undergraduate and graduate programs, and to ensuring that students have a sufficiently broad background in theoretical and analytical economics to be competitive. The Economics Program leads to the B.A. and M.A. degrees in Economics.

The Master of Arts degree in Economics offers the opportunity to engage in study of contemporary economic issues. The curriculum also provides an innovative approach to the study of orthodox theories. Provisions are made to develop knowledge and understanding of urban affairs and economic development, not only from the traditional point of view, but also from that of minority people and developing countries of the Third World. Attuned to current problems of American and world economies, the Program should be of interest to students who wish to pursue in economics graduate study that is current, meaningful, and fulfilling.

ADMISSION REQUIREMENTS

The Department follows the general admission requirements of the University. 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 participate in graduate study. Proficiency examinations are given in intermediate macroeconomics and microeconomics prior to admission if these courses were taken more than five years prior to enrollment. Students who earn a grade lower than a "B" in each are required to repeat these courses.

DEGREE REQUIREMENTS

In addition to the general requirements for the Master of Arts degree as specified in the University's catalog, students are required to fulfill the following:

1. An approved sequence of courses that comprise at least twenty-seven (27) hours.
2. Eighteen (18) hours of core requirements (with a grade of "B" or better).
3. Nine (9) or fifteen (15) hours of additional course work.
4. A thesis and an oral examination. Six (6) credit hours are awarded upon completion of the thesis; or
5. A comprehensive examination after completing an additional six (6) credit hours in lieu of the thesis and thesis examination. Students are given two chances to pass the comprehensive examination.
6. A cumulative GPA of 3.0 or above.

Students who earn less than a B average by the end of the first semester are placed on probation during their second semester. If by the end of the second semester students fail to have an average of "B" (3.0), they are dismissed from the Program. However, they may petition the Department for readmission.

Students enrolled in the Department for more than four years may be asked take a theory proficiency examination in economics (macro and micro) and statistics. Depending on the performance, they may be asked to retake one, two or all three courses (not on the exam).

REQUIREMENTS FOR GRADUATION

Students pursuing the M.A. degree are required to take the core courses: CECO 500,501,550,570, 600, 601, 602.

In addition, students must complete three courses (with thesis) or five courses (with no thesis). These courses must be approved by the student's advisor(s).

Core Curriculum (Required)

(Courses are three credit hours unless otherwise noted.)

CECO 500:	Advanced Macroeconomic Theory
CECO 501:	Advanced Microeconomic Theory
CECO 550:	Mathematical Analysis for Economists I
CECO 570:	Research Methodology
CECO 601:	Econometrics I
CECO 602:	Econometrics II
CCIS 503:	Business Application Tools

Area Courses Include:

(For complete listing, see Course Descriptions.)

CECO 555:	Mathematical Economics II
*CECO 600:	Statistical Analysis
*CMAT 501:	Calculus and Linear Algebra
CMAT 643:	Operations Research I
CSB 6512:	Production and Operations Management
CSB 6523:	Forecasting

*May be taken only to fulfill prerequisites.

Economic Development

CECO 512:	Economic Development
CECO 513:	International Economics
CECO 517:	International and Regional Economic Order
CECO 518:	Seminar/Topics in Economic Development

Urban Economics

CECO 505:	Public Finance
CECO 510:	Urban Economics
CECO 511:	Seminar/Topics in Urban Economics

Suggested Plans of Study

First Semester: 9 hours

CECO 500:	Advanced Macroeconomics
CECO 550:	Mathematical Analysis
CECO 601:	Econometrics I

Second Semester: 9 hours

CECO 501:	Advanced Microeconomics
CECO 602:	Econometrics II * One (1) course (from area courses)

Third Semester: 9 hours

CECO 570:	Research Methodology * Two (2) courses (from area courses)
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Fourth Semester: Variable Credit

Thesis Research and Consultation (CECO 801 and 805); two (2) approved courses, and preparation for comprehensive examination. * Must be approved by the student's advisor.

Course Descriptions

CECO 500: Advanced Macroeconomic Theory.

Fall, 3 credits

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. *Prerequisite: CECO 315, or consent.*

CECO 501: Advanced Microeconomic Theory.

Spring, 3 credits

Analyzes the theory of consumer behavior and production and the pricing mechanism in competitive and noncompetitive markets. *Prerequisite: CECO 316, or consent.*

CECO 504: African-American Political Economy.

3 credits

Investigates the economic history on African Americans; analyzes historical and contemporary impact of economic policies on African-American people. *Prerequisite: Principles of Economics or consent.*

CECO 505: Public Finance.

3 credits

Analyzes the effect of government expenditure and taxation on resource allocation, economic stabilization, and income distribution at national, state and local levels. *Prerequisite: CECO 315 or consent.*

CECO 509: Monetary Theory and Policy.

3 credits

Studies monetary and fiscal policies as mechanisms of aggregate demand management; primary considerations involve the level of prices, interest rate, and aggregate money supply. *Prerequisites: CECO 500, consent.*

CECO 510: Urban Economics.

3 credits

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. *Prerequisites: CECO 316, 369, or consent.*

CECO 511: Seminar/Topics in Urban Economics.

3 credits

Explores topics such as economic determinants of urban spatial structure, public and private decisions on firms and consumers location choices, and transportation. *Prerequisite: CECO 510.*

CECO 512: Economic Development.

3 credits

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. *Prerequisite: CECO 324, or consent.*

CECO 513: International Economics.

3 credits

An analysis of theories of international trade, balance of payment problems and current issues in commercial policy. *Prerequisites: CECO 315, CECO 316, or consent.*

CECO 517: International and Regional Economic Order.

Fall, 3 credits

Analyzes global economic and political relations between developed and developing countries. Topics include theories of integration, economic and political cooperation, regional trade and development, and the level of activity within a region. *Prerequisite: CECO 512, CECO 513, or consent.*

CECO 518: Seminar/Topics in Economic Development.

3 credits

Investigates specific issues and approaches to economic development. Analyzes international, regional and county-specific research reports utilizing current theoretical and analytical tools. *Prerequisite: CECO 512 or CECO 517.*

CECO 520: Economics for Nonmajors.

3 credits

Designed to provide students with the fundamental economics background necessary to understand and implement policy. Macro and Micro theories are developed in examining the impacts of markets and government policy on the economy.

CECO 530: Seminar in Labor Economics.

Fall, 3 credits

Discusses formal models of labor demand and supply; investigates wage and labor market discrimination, segmented markets, labor processes, and trade union theories. *Prerequisites: CECO 315 and 316, or CECO 365.*

CECO 531: Seminar/Topics in Labor Economics.

3 credits

Explores labor-related topics including the theoretical and empirical investigations of equalizing differences in the labor market, investment in human capital, and the problem of imperfect markets. *Prerequisite: CECO 530.*

CECO 550: Mathematical Analysis for Economists I.

Fall, 3 credits

Develops skills that translate economic and business problems and relationships into mathematical terms. *Prerequisite: CECO 308, or consent.*

CECO 555: Mathematical Analysis for Economists II.

3 credits

Objective is twofold: 1) to render a systematic exposition of certain basic mathematical methods, and 2) to relate these to various types of economics analysis in such way that the mutual relevance of the two disciplines is exposed. *Prerequisite: CECO 550.*

CECO 570: Research Methodology.

3 credits

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. *Prerequisite: consent.*

CECO 600: Statistical Analysis for Business and Economists.

Fall, 3 credits

(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. *Prerequisite: undergraduate statistics.*

CECO 601: Econometrics I.

Spring, 3 credits

Develops concepts and applications of statistical methods to economic and managerial problems, including multiple regression and forecasting, and simultaneous equations. *Prerequisite: CECO 600 or consent.*

CECO 602: Econometrics II.

3 credits

Studies the construction, estimation and testing of economic models. *Prerequisite: CECO 601.*

CECO 801: Thesis Research.

Fall, Spring, Summer, 3 credits

Designed to assist students in the development and writing of the thesis.

CECO 805: Thesis Consultation.

Fall, Spring, Summer, 1 credit

For students who are in the final stage of their thesis writing, which requires minimal supervision and assistance.

NOTE: Seminar/Topic courses require permission of the student's advisor and the instructor, and may be taken as an independent study provided the prerequisites are fulfilled.

Advanced Undergraduate Courses

Approved 400-level courses may be taken for graduate credit (i.e., in addition to the Requirements for Graduation):

FINANCE DEPARTMENT

Wright-Young Hall, Room 200-C

Telephone: 404-880-8855

Department Purpose

The finance curriculum is designed to provide students with tools required for careers in financial management in corporations, financial services industry, and not-for-profit organizations. Course offerings at the graduate level include required courses for all students enrolled in the School of Business Administration and elective courses for students concentrating in the finance area.

Course offerings at the graduate level are designed to equip the students with breadth of knowledge required to become effective financial analysts and managers in a rapidly changing global economic environment.

All MBA students are required to take the Financial Management course (CSB 5410) as part of the MBA curriculum. MBA students with a concentration in finance are required to take the Corporate Finance (CSB 6416) in addition to a minimum of three additional finance electives from the list of electives described in this section. Sixty (60) hours are required for the MBA degree.

The Departmental course offerings are listed below:

Graduate Courses: (For admitted graduate students only)
MBA Core Course (Required for all MBA Program students)

CSB 5410: Financial Management.

4 credits

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. *Prerequisite: SB 6600.*

Elective Courses in Finance

CSB 6411: International Financial Management.

3 credits

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. *Prerequisite: SB 5410.*

CSB 6413: Capital Markets and Investment Banking.

3 credits

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. *Prerequisite: SB 5410.*

CSB 6414: Management of Financial Institutions.

3 credits

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. *Prerequisite: SB 5410.*

CSB 6415: Real Estate Finance.

3 credits

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. *Prerequisite: SB 5410.* 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.

CSB 6416: Corporate Finance. (Formerly Management of Financial Resources)

3 credits

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. *Prerequisite: SB 5410.* This is a required course for all MBA students with a concentration in Finance.

CSB 6417: Security Analysis and Portfolio Management.

3 credits

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. *Prerequisite: SB 5410.*

CSB 6419: Commercial Lending.

3 credits

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. *Prerequisite: SB 5410.*

CSB 6420: Real Estate Investments.

3 credits

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. *Prerequisite: SB 5410.* 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.

CSB 7400: Special Problems in Finance.

3 credits

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. *Prerequisite: permission of the instructor or SB 5410.*

MBA for Working Professionals (MBAWP) Finance Courses

These courses are not open to full-time students.

CSB 8420: Financial Management I.

1.7 credits

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.

CSB 8431: Financial Management II.

1.7 credits

This course is the second 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 second part covers topics in valuation, the trade-off between risk and return (including the CAPM), capital budgeting and cost of capital estimation.

CSB 8440: Financial Markets.

1.7 credits

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.

CSB 8451: Corporate Finance I.

1.7 credits

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.

CSB 8461: Corporate Finance II.

1.7 credits

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.

CSB 8452: Portfolio Management.

1.7 credits

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.

CSB 8462: Financial Strategy and Policy.

1.7 credits

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 subdisciplines 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. *Prerequisite: Financial Management 1 and 2, Corporate Finance- Module 1 and 2.*

CSB 8463: Competitive Strategy.

1.3 credits

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.

CSB 8465: Global Business and Finance.

1.3 credits

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.

CSB 8515: Economic Analysis.

1.5 credits

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.

MANAGEMENT DEPARTMENT

Wright-Young Hall, 201-F-G

Telephone: 404-880-8657

DEPARTMENT BACKGROUND

The Management Department offers curriculum and instruction in the forms of work that all managers must perform – planning, organizing, staffing, motivating, and controlling. The objective is to provide students with the knowledge necessary for being an effective manager in the private and public enterprise sectors.

The courses listed below meet the requirements for the Master of Business Administration Programs.

GRADUATE COURSES
(FOR ADMITTED GRADUATE STUDENTS ONLY)
MBA CORE COURSES
(REQUIRED FOR ALL MBA PROGRAM STUDENTS)

CSB 5709: Managerial Communications.

3 credits

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. *Prerequisite: first year's core courses.*

CSB 5710: Organizational Behavior.

3 credits

Emphasis on developing understanding and knowledge of organizational behavior and human performance in the organization setting.

CSB 5712: Legal, Social and Ethical Aspects of Business.

3 credits

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.

CSB 6710: Business Policy.

3 credits

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. *Prerequisite: first year's core courses.*

Elective Courses (Open to all full-time MBA students)

CSB 5711: Management of Organizations.

3 credits

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. *Prerequisite: CSB 5710.*

CSB 6711: Research and Reports.

3 credits

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 formal presentations.

CSB 6712: Industrial and Labor Relations.

3 credits

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.

CSB 6718: Personnel Management.

3 credits

Aids students in understanding current theories and emerging practices in developing a sound personnel program in today's organizations. *Prerequisite: CSB 5710.*

CSB 6715: Theories of Organizations.

3 credits

Covers major theories relevant to the structures and functions of organizations and the behavior of individuals and groups within them. *Prerequisite: CSB 5710.*

MBA Courses for Working Professionals (WP MBA)

These courses are not open to full-time MBA students.

CSB 8731: Organizational Behavior/Leadership.

1.3 credits

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.

CSB 8741: Leadership.

1.75 credits

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.

CSB 8745: Business Legal Issues/Business Ethics.

1.3 credits

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.

CSB 8711: Executive Leadership I.

.5 credits

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.

CSB 8721A: Organizational Behavior.

CSB 8720: Communications Workshop.

CSB 8721B: Executive Leadership II.

This is a continuation of CSB 8711.

CSB 8731B: Executive Leadership III.

This is a continuation of CSB 8721B.

CSB 8741: Executive Leadership IV.

This is a continuation of CSB 8731B.

CSB 8751: Executive Leadership V.

This is a continuation of CSB 8741.

CSB 8761: Executive Leadership VI.

This is a continuation of CSB 8751.

MARKETING DEPARTMENT

Wright-Young Hall, 201-C

Telephone: 404-880-8463

Department Background

Marketing is the vital component of organizations that work to promote exchanges that satisfy customers while helping to attain organizational goals. Marketing offers required core courses for the bachelor's and MBA degree programs, and in each it offers an area of concentration that is selected by a substantial number of students.

Department Purpose

The Marketing Department offers relevant and useful instruction, research, and service. As the 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 Department's 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 marketing organizations. The courses listed below fit in as indicated in the Master of Business Administration Program.

MBA Core Courses (required for all MBA Program students)

CSB 5210: Marketing Management.

3 credits

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.

CSB 6219: International Business.

2 credits

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.

Elective Courses (Four required for marketing area of concentration in the MBA Program. Open to other MBA students as electives)

CSB 6200: Marketing Strategy.

3 credits

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). *Prerequisite: SB 5210.*

CSB 6210: Marketing Research and Information Systems.

3 credits

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. *Prerequisite: SB 5210. Experience writing research paper using SPSS to analyze database.*

CSB 6211: Distributive Systems in Marketing.

3 credits

Examines the evolution, development, and dynamics of strategic distribution channel utilization and competition; logistical methods from product to consumer are included. *Prerequisite: SB 5210.*

CSB 6212: Advertising and Promotion Management.

3 credits

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. *Prerequisite: SB 5210.*

CSB 6213: Consumer Behavior.

3 credits

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. *Prerequisite: SB 5210.*

CSB 6214: Industrial Marketing.

3 credits

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. *Prerequisite: SB 5210. Digitization, ethical, and environmental emphases.*

CSB 6215: International Marketing.

3 credits

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.

CSB 6216: Dynamic Cases in Marketing.

3 credits

Seminar employing current complex cases for analysis and integration of the various marketing functions. *Prerequisite: SB 5210.*

CSB 6217: Sales Management.

3 credits

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. *Prerequisite: SB 5210.*

CSB 6218: Brand and Product Management.

3 credits

Study of management of existing products and development of new ones; considers new product strategy, concept generation and screening, launch and postlaunch controls, and abandonment. *Prerequisite: SB 5210.*

CSB 7200: Special Problems in Marketing.

3 credits

Independent-study course requiring pragmatic research. *Prerequisite: permission of instructor.*

MBA Program for Working Professionals (Required for all MBA students)

These courses are not open to full-time MBA students.

CSB 8210: Marketing Management.

1.7 credits

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.

Elective Courses (Four required for marketing area of concentration in the MBA Program. Open to other MBA students as electives)

CSB 8252: Marketing Strategy.

1.7 credits

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). *Prerequisite: CSB 8510.*

SB 8240: Marketing Research and Information Systems.

1.7 credits

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.

CSB 6212: Advertising and Promotion Management.

1.7 credits

Focus 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, coordination is required.

CSB 8230: Consumer Behavior.

1.7 credits

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.

CSB 8261: Global Marketing.

1.7 credits

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.

CSB 8262: Sales Strategy.

1.7 credits

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.

CSB 8251: Brand and Product Management.

1.7 credits

Study of management of existing products and development of new ones; considers new product strategy, concept generation and screening, launch and postlaunch controls, and abandonment.

SCHOOL OF EDUCATION

OFFICE OF THE DEAN

Clement Hall, Room 208

Telephone: 404-880-8505

SCHOOL HISTORY

The Graduate School of Education of Clark Atlanta University, established in 1944, provides educational study and advanced learning in three areas of professional practice: counseling, exceptional education and psychological studies, educational leadership, and curriculum. For more than half a century, commitment to the development of professional leadership has been a central and motivating focal point. The first professional degrees were granted in 1945 when 13 Master of Arts and 32 Master of Education degrees were conferred. Since that time, societal changes, greater demands for competent leadership, and expanding educational horizons have compelled a continuous reassessment of purposes. The mission of the School of Education is: to serve urban schools and communities and to improve learning for P-12 students by preparing graduates who are critical thinking change agents, conducting research on critical educational issues, and providing service to African Americans and members of other historically excluded groups.

PROGRAMS OF STUDY

The School of Education offers programs of study leading to the degree of Master of Arts through its three departments: Counseling and Psychological Studies, Curriculum, and Educational Leadership. The Master of Arts in Teaching (M.A.T.) is also offered in the Curriculum Department. The Specialist and Education Doctorate degrees are offered only in the Department of Educational Leadership. Degree candidates may study in any of the following fields: Administration and Supervision, Counseling, Special Education General Curriculum, Science (grades 6-12), and Mathematics (grades 6-12). The Department of Curriculum also offers the postbaccalaureate program in Early Childhood Education as a nondegree option. Specific course information for each Program may be obtained from the Department chairs. The school occasionally may suspend admission to certain programs. Applicants should check with the Dean for the status of programs.

ADMISSION REQUIREMENTS

Applicants must meet the general requirements of the University, the School requirements which follow, and requirements of the individual Departments as outlined in the appropriate sections of the catalog. Students who do not register every semester during their course of study will have to reapply to the University for admission.

MASTER'S DEGREE

Unconditional admission is granted to students who

1. hold an undergraduate degree from an accredited institution,
2. have a minimum GPA of 2.6 on undergraduate work,
3. present a minimum composite score of 650 on the Verbal and Quantitative tests of the General Test of the Graduate Record Examination and
4. offer an undergraduate record showing sufficient preparation in general studies and a major which is supportive of the Program area of application.

SPECIALIST IN EDUCATION DEGREE

Applicants seeking admission to the Education Specialist Program must meet the following criteria:

1. hold a master's degree from an accredited institution of higher education,
2. have earned at least a 3.0 GPA in the most recently completed degree program,
3. present a minimum composite score of 700 on the Verbal and Quantitative tests of the General Test of the Graduate Record Examination.
4. hold fifth-year certification in the program area of application,
5. have at least three years of successful P-12 school experience, and
6. show evidence of leadership potential.

DOCTORAL DEGREE

Applicants seeking admission to the Doctorate of Education Program must meet the following criteria:

1. hold an approved master's degree from an accredited institution of higher education.
2. have earned at least a 3.0 GPA on the most recently completed degree program.

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3. have an undergraduate record showing sufficient preparation in general studies and a major supportive of the program area of application.
 4. present a minimum composite score of 750 on the Verbal and Quantitative tests of the General Test of the Graduate Record Examination.
 5. show evidence of leadership potential and
 6. 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.

All applications must be accompanied by a Statement of Intent, a resume, and 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), as well as transcripts and test reports.

Requirements for Special Students

Special students must satisfy the requirements established by the special programs in which they register. This includes requirements for admission, participation, completion of programs, and fees. Special students interested in meeting state certification requirements must complete a planned program for certification in the program area and pass certification examinations required by the Georgia Professional Standards Commission (as required by program area). Students may not transfer more than twelve (12) semester hours completed in a nondegree program to a degree program.

GENERAL PROGRAM REQUIREMENTS

All Master's degree students in the School of Education must take and pass the prescribed communications skills examination as a requirement for graduation unless exempted from the exam per the requirements listed in the School of Education Policy Manual.

Advanced Programs

Master's Degree Requirements for Candidacy

Minimum requirements for admission to candidacy in the master's degree program are listed below:

1. Completion of departmental credit hour requirements as described in planned programs and departmental manuals.
2. Satisfactory completion of all communications skills requirements.
3. Satisfactory completion of the comprehensive examination.

Specialist in Education Degree

Minimum requirements for admission to candidacy in the specialist degree program are listed below:

1. Completion of departmental credit hour requirements as described in planned programs and department manuals.
2. Satisfactory completion of the comprehensive examination
3. Approval of a proposal for a thesis if required.

Doctoral Degree

Minimum requirements for admission to candidacy in the doctoral degree program are listed below:

1. Satisfactory completion of a minimum of 80 percent of the approved program of study for the degree.
2. Demonstrated competence in the use of research tools as required by the department.
3. Satisfactory completion of the comprehensive examination.
4. Submission and successful defense of a proposal for dissertation research.

ADVANCED DEGREE REQUIREMENTS

Master's Degree Requirements

To meet requirements for the completion of the master's degree, candidates must:

1. Satisfactorily complete an approved program of study of at least thirty (30) semester hours. Some programs may require more.

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2. Maintain a grade point average of 3.0 on all graduate work attempted, as well as in the field of specialization.
 3. Complete all program requirements within five (5) calendar years of the date of initial enrollment.

Specialist Degree Requirements

Minimum requirements for the completion of the Education Specialist degree are:

1. Satisfactory completion of an approved program of study of at least thirty (30) semester hours.
2. Maintaining a grade point average of 3.0 on all graduate work attempted, as well as in the field of specialization.
3. Completion of all degree requirements within five (5) calendar years of the date of Initial enrollment.

Doctoral Degree Requirements

Minimum requirements for the completion of the doctoral degree are:

1. Satisfactory completion of an approved program of study of at least sixty (60) Graduate semester hours (at least two-thirds of which have been earned at CAU).
2. Maintaining a grade point average of 3.0 on all graduate work attempted, including the field of specialization.
3. Completion of an approved residency as defined in the University's most recent Graduate Catalog.
4. Completion of all degree requirements within five years of admission to candidacy and within ten (10) years of the initial date of enrollment.

TRANSFER CREDITS

Master's and specialist degree programs may accept up to one-fourth of the maximum required semester hours in a given program; however, individual schools or departments may have additional limitations. Transfer credit is accepted at the discretion of the department chair. Credits can be no older than five (5) years at the time of admission to the degree program. At the doctoral level up to one-third of the required semester hours may be accepted into the degree programs.

COURSE LOAD REGULATIONS

No student may enroll in more than nine (9) graduate hours per semester without approval of the Department chairperson and the Dean.

DEPARTMENT OF COUNSELING AND PSYCHOLOGICAL STUDIES

Clement Hall, Room 323

Telephone: 404-880-8508

PROGRAM OVERVIEW

The Department of Counseling and Psychological Studies offers programs leading to Master of Arts degrees in Community Counseling and School Counseling. The Counseling Programs further Clark Atlanta's mission by preparing students to assume roles of leadership and service in society as Licensed Professional Counselors (LPC) and Certified School Counselors through Council for the Accreditation of Counseling and Related Educational Programs (CACREP) standards based programs. The curricula of the department are designed to prepare candidates who are knowledgeable, competent, ethical, reflective and critical thinkers. This preparation takes place in a pluralistic teaching and learning environment that incorporates all educational means, including didactic courses, practicum and internships, research, and community service.

Master of Arts in Community Counseling

The Master of Arts degree in Community Counseling prepares students for professional counseling positions in a variety of community settings, including community mental health agencies, mental health hospitals, juvenile justice agencies, and substance abuse treatment facilities. Graduates earn a Master's degree in Community Counseling. The curriculum of this program is aligned with the basic requirements for the state of Georgia.

Master of Arts in School Counseling

The Master of Arts degree in School Counseling prepares students for professional counselors' work in elementary, middle, and secondary schools. Graduates earn a Master's degree in School Counseling. Upon completion of the program, graduates qualify for endorsement for initial certification by the Georgia Professional Standards Commission as a School Counselor (SC-5).

ADMISSION REQUIREMENTS

1. A minimum undergraduate grade point average (GPA) of 2.6;
2. A minimum combined score of 650 on the verbal and quantitative sections of the Graduate Record Examination (GRE); and
3. Submission of a resume, a letter of intent (state your career goals, letter of intent will be used as a writing sample), 3 letters of recommendation and an official transcript of all undergraduate and graduate courses taken.

Degree Requirements

1. Minimum of 48 semester credit hours, including 100 clock hours of practicum and 600 hours of internship experience in a school setting or community setting;
2. Grade of B or better in all courses;
3. Minimum cumulative GPA of 3.0;
4. Satisfactory completion of the Communications Skills requirement; and
5. Satisfactory completion of Comprehensive Examination.

COURSE DESCRIPTIONS: COUNSELING AND PSYCHOLOGICAL STUDIES

Note: The Department of Counseling and Psychological Studies is responsible for the following courses:

CCPS 501	CCPS 512	CCPS 535
CCPS 502	CCPS 518	CCPS 537
CCPS 503	CCPS 520	CCPS 540
CCPS 504	CCPS 521	CCPS 541
CCPS 505	CCPS 522	CCPS 542
CCPS 506	CCPS 524	CCPS 543
CCPS 507	CCPS 530	CCPS 585
CCPS 508	CCPS 532	CCPS 590
CCPS 509	CCPS 533	CCPS 677
CCPS 510	CCPS 534	

CCPS 501: Introduction to Counseling.

3 credits

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. *Prerequisite: Admission.*

CCPS 502: Helping Relationship Skills.

3 credits

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. Importance is placed on the mastery of fundamental concepts that enhance the development of therapeutic relationships. This is an experiential course. *Prerequisites: CCPS 501 & 504.*

CCPS 503: Human Growth and Development.

3 credits

Provides an overview of the biological, psychosocial, and cognitive aspects of human growth and development across the life span. *Prerequisite: Admission.*

CCPS 504: Theories of Counseling.**3 credits**

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. *Prerequisite: CCPS 501.*

CCPS 505: Group Counseling.**3 credits**

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. *Prerequisites: CCPS 501, 502, 503, & 504.*

CCPS 506: Career.**3 credits**

Provides an overview of the field of career development theory. It focuses on the lifelong process of career development, the sources and systems of occupational and educational information, and career and leisure counseling processes. Emphasis is placed on empirically based theories of career development and the interventions that derive logically from them. *Prerequisites: CCPS 501, 502, & 503.*

CCPS 507: Research and Measurements.**3 credits**

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. *Prerequisite: CCPS 512.*

CCPS 508: Individual and Group Appraisal.**3 credits**

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. *Prerequisites: CCPS 507 & 512.*

CCPS 509: Counseling Diverse Populations.**3 credits**

Examines the psychological, sociological, and anthropological principles and research in the understanding of cultural diversity in American society. Emphasis is on knowledge, skills, and self-awareness of the counselor in providing mental health services to a diverse population.

CCPS 510: Professional, Ethical and Legal Applications.**3 credits**

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. *Prerequisite: CCPS 501.*

CCPS 512: Behavioral Statistics.**3 credits**

Emphasis on use of statistical techniques to describe, compare and predict probable trends in large and small samplings of data. *Prerequisite: Admission.*

CCPS 518: School Consultation.**3 credits**

Provides school counseling candidates the opportunity to explore the differences between direct and indirect service delivery models of consultation, reflection on the practice of consultation and develop the knowledge and skills of a problem-solving consultation process. The course provides an emphasis on working with school personnel, families, culturally and linguistically diverse populations as well as regular and disabled students. *Prerequisite: CCPS 501, 502, 503, 504, 505 & 506.*

CCPS 520: Organization and Administration of Guidance and Counseling Services.**3 credits**

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. *Prerequisite: CCPS 501, 502, 503, 504, 505, 506, & 518.*

CCPS 521: Elementary/Middle School Counseling Practicum (50 hours).**3 credits**

Focuses on counseling theory and practice, developing, implementing, evaluating guidance and counseling services; the referral process; developing, implementing, and evaluating intervention strategies; and parental involvement and other

community resources related to the academic success of the elementary and middle school learner. *Prerequisites: CCPS 501, 502, 503, 504, 505, 506 and Candidacy.*

CCPS 522: Secondary School Counseling Practicum (50 hours).

3 credits

Focuses on counseling theory and practice, developing, implementing, evaluating guidance and counseling services; the referral process; developing, implementing, and evaluating intervention strategies; and parental involvement and other community resources related to the academic success of the secondary school learner. *Prerequisites: CCPS 501, 502, 503, 504, 505, 506 and Candidacy.*

CCPS 524 School Counseling Practicum (100 hours).

3 credits

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 a K-12 school setting. In addition, students, in individual supervision and in small group supervision with the university supervisor, critique and analyze their actual counseling sessions. Feedback and analyses are given on these interactions by peers and the instructor. Through these processes each graduate student is assisted in developing his/her relationship skills and counseling style. Therefore, the practicum experience is an integral and vital part of the preparation program for professional counselors. *Prerequisites: CCPS 518, 520 and Candidacy.*

CCPS 530: Community Counseling.

3 credits

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 will be presented as well as needs assessments, goals formulation, intervention design and program evaluation. *Prerequisites: CCPS 501, 502, 503, 504, 505, 506 and Candidacy.*

CCPS 532: Counseling Couples and Families.

3 credits

An advanced counseling course designed to increase knowledge of family systems, theory, and structure in order to effectively assess, conceptualize and treat family issues. *Prerequisites: CCPS 501, 502, 503, 504, 505, & 506.*

CCPS 533: Counseling Children and Families.

3 credits

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. *Prerequisites: CCPS 501, 502, 503, 504, 505, & 506.*

CCPS 534: Community Counseling Practicum (100).

3 credits

An initial supervised experience in community counseling in which counseling theory and organization of community counseling programs are applied to practice. Students are placed in agency setting. In addition, students, in individual supervision and in small group supervision with the university supervisor, critique and analyze their actual counseling sessions. Feedback and analyses are given on these interactions by peers and the instructor. Through these processes each graduate student is assisted in developing his/her relationship skills and counseling style. Therefore, the practicum experience is an integral and vital part of the preparation program for professional counselors. *Prerequisites: CCPS 535 and Candidacy.*

CCPS 535: Abnormal Psychology and Diagnostic Systems.

3 credits

Provides an overview of abnormal psychology and trains students to assess psychological conditions according to the Diagnostic and Statistical Manual of Mental Disorders. *Prerequisite: Candidacy.*

CCPS 537: Employee Assistance Program Counseling.

3 credits

Focuses on the role and function of counselors in the workplace in providing helping services for employees and their families. *Prerequisites: CCPS 501, 502, 503, & 504.*

CCPS 540: School Counseling Internship I.

3 credits

Supervised field placement of students. Student experiences are expected to include clinical diagnoses, developing treatment plans, extensive counselor-client sessions, and follow-up of the client's progress. Students receive one hour of individual supervision on-site, one hour of individual university supervision and attend a weekly group supervision class. *Prerequisites: CCPS 518, 520, 521, 522, 524 and Candidacy.*

CCPS 541: School Counseling Internship II. **3 credits**
Capstone clinical field placement. *Prerequisite: CCPS 540.*

CCPS 542: Community Counseling Internship I. **3 credits**
Supervised field placement of students. Student experiences are expected to include clinical diagnoses, developing treatment plans, extensive counselor-client sessions, and follow-up of the client's progress. Students receive one hour of individual supervision on-site, one hour of individual university supervision and attend a weekly group supervision class. *Prerequisites: CCPS 530, 534 and Candidacy.*

CCPS 543: Community Counseling Internship II. **3 credits**
Capstone clinical field placement. *Prerequisite: CCPS 542.*

CCPS 585: Thesis. **3 credits**
Research-oriented project for students electing to write a thesis. *Prerequisite: Approval of department chairperson.*

CCPS 590: Master's Advisement. **1 credit**
Maintains status of students for preparation and administration of comprehensive examination. *Prerequisite: Approval of department chairperson.*

CCPS 677: Independent Study in Counseling. **3 credits**
Independent study of a specific topic of interest to the student in the area of counseling under the guidance of a departmental faculty member. A detailed study proposal must be submitted for approval. *Prerequisite: Approval of the faculty member and the department chairperson.*

Master of Arts in Community Counseling Planned Program

Area A: Core I Courses

CCPS 501	Introduction to Counseling
CCPS 502	Helping Relationships Skills
CCPS 503	Human Growth and Development
CCPS 504	Theories of Counseling
CSED 500	Communications Skills Exam

Area B: Core II Courses

CCPS 505	Group Counseling
CCPS 506	Career Counseling
CCPS 507	Research and Measurement
CCPS 508	Individual and Group Appraisal
CCPS 509	Counseling Diverse Populations
CCPS 510	Professional Ethics and Legal Application
CCPS 530	Community Counseling
CCPS 532	Counseling Couples and Families
CCPS 535	Abnormal Psychology and Diagnostic Systems

Area C: Professional Clinical Experience

CCPS 534	Community Counseling Practicum
CCPS 542	Community Counseling Internship I
CCPS 543	Community Counseling Internship II

Area D: Completion of Core Course

Comprehensive Examination

Suggested Elective Offerings

CCPS 518	School Consultation
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CCPS 520	Organization & Admin. of School Counsel.
CCPS 533	Counseling Children and Adolescents
CCPS 537	Employee Assistance Program Counseling
CEDA 525	Technology and Information Systems

Master of Arts in School Counseling Planned program

Area A: Core I Courses

CCPS 501	Introduction to Counseling
CCPS 502	Helping Relationships Skills
CCPS 503	Human Growth and Development
CCPS 504	Theories of Counseling
CSED 500	Communication Skills Exam

Area B: Core II Courses

CCPS 505	Group Counseling
CCPS 506	Career Counseling
CCPS 507	Research and Measurement
CCPS 508	Individual and Group Appraisal
CCPS 509	Counseling Diverse Populations
CCPS 510	Professional Ethics and Legal Application
CCPS 518	School Consultation
CCPS 520	Organization & Admin. of Counseling Ser.
CEDS 580	Psychology of Exceptional Children

Area C: Professional Clinical Experience

CCPS 524	School Counseling Practicum
CCPS 540	School Counseling Internship I
CCPS 541	School Counseling Internship II

Area D: Completion of Core Course

Comprehensive Examination

Suggested Elective Offerings

CCPS 532	Counseling Couples and Families
CCPS 533	Counseling Children and Adolescents
CCPS 535	Abnormal Psychology and Diagnostic Systems
CCPS 537	Employee Assistance Program Counseling
CEDA 525	Technology and Information Systems

DEPARTMENT OF CURRICULUM

Clement Hall

Telephone: 404-880-8485

PROGRAM OVERVIEW

The Department of Curriculum offers graduate programs leading to the Master of Arts and the Master of Arts in Teaching degrees. The School of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE). Applicants who are interested in eligibility for teacher certification should contact the department chair.

Master of Arts in Teaching Degree

The Master of Arts in Teaching in Grades 6-12 (science and mathematics concentrations) prepares candidates for advanced study in the teaching of science or mathematics.

Master of Arts Degree

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.

ADMISSION REQUIREMENTS

Students must meet the general requirements of the University and the School of Education.

- All candidates admitted to advanced programs in the School of Education must hold an undergraduate degree from an accredited institution.
- Candidates must submit the application, undergraduate and graduate higher education transcripts, GRE test results, resume, three letters of recommendation, and statement of intent.
- Candidates seeking initial teacher certification (M.A.T. degree) must pass or be exempt from GACE/Praxis I.
- The application materials must reflect that the candidates possess high levels of intellectual functioning, effective communication skills, critical thinking proficiency, strong commitment to P-12 education, and dispositions supportive of multicultural education and learning in urban schools.
- Letters of recommendation should be from a professor of the applicant's most recent degree program, and a recent employer, or an alumnus of the program or from an education stakeholder. In addition, a statement of intent should indicate how the program will assist the applicant in meeting his/her professional goals. Responses to specific questions may be required.
- Candidates must have earned a minimum 2.6 GPA on undergraduate work. Candidates may meet this requirement by taking one course at the graduate level in each of the following four areas: computer science, policy studies, information resources, and technical writing, and earn a cumulative GPA of 3.0. These courses may be taken at the undergraduate and/or the graduate level. If taken at the graduate level, where relevant to the graduate program, no more than two of these courses may be used to satisfy program requirements.
- A minimum composite score of 650 on the mathematics and verbal sections of the Graduate Record Exam (GRE) General Test is required.
- The undergraduate record must show sufficient preparation in general studies and a major supportive of the program area of application.
- Document a personal background consistent with state certification requirements. Candidates should note that the opportunity to participate in field experiences (including Internship) and therefore to finish programs depends on the candidate's ability to satisfy criminal background check requirements.

DEGREE REQUIREMENTS

In addition to passing the Comprehensive Examination, students seeking teacher certification must pass or be exempt from all relevant examinations required for certification by the state of Georgia. 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 recent approved program.

PLANNED PROGRAMS OF STUDY

Master of Arts in Teaching: Science, Grades 6-12

Segment I

CEDC 551	Research Design and Evaluation in Education (3)
CEDC 552	Action Research Seminar (0)
CEDC 530	Foundations of Culturally Responsive and Relevant Pedagogical Practices (3)

CEDC 530P Clinical Observation and Evaluation (0)
CCPS 503 Human Growth and Development (3)

Segment IIA

CEDC 538 Trends, Issues and Approaches in Middle Grades and Secondary Curriculum (3)
CEDC 538P Clinical Observation and Evaluation (0)
CEDC 510 Earth Systems Science (3)
C___ ___ Any graduate level biology, physics, or chemistry course selected in consultation with the student's advisor (3)

Segment IIB

CEDC 570 Science for Grades 6-12
Two of the following (areas not represented by the degree held):
CEDC 572 Chemistry for Grades 6-12 (3)
CEDC 571 Physics for Grades 6-12 (3)
CEDC 573 Biology for Grades 6-12 (3)

Segment III

CEDC 553 Educational Research Practitioner's Paper (3)
CEDC 597 Internship - Grades 6-12 (0-6); prerequisites include completion of all course work and passing relevant GACE content examinations)

Master of Arts in Teaching: Mathematics, Grades 6-12

Segment I

CEDC 551 Research Design and Evaluation in Education (3)
CEDC 552 Action Research Seminar (0)
CEDC 530 Foundations of Culturally Responsive and Relevant Pedagogical Practices (3)
CEDC 530P Clinical Observation and Evaluation (0)
CCPS 503 Human Growth and Development (3)

Segment IIA

CEDC 538 Trends, Issues and Approaches in Middle Grades and Secondary Curriculum (3)
CEDC 538P Clinical Observation and Evaluation (0)
CEDC 567 Calculus for Grades 6-12 (3)
CEDC 568 Geometry for Grades 6-12 (3)

Segment IIB

CEDC 569 Mathematics for Grades 6-12 (3)
CMAT ___ Any graduate level mathematics course selected in consultation with the student's advisor (3)
CMAT___ Any graduate level mathematics course selected in consultation with the student's advisor (3)

Segment III

CEDC 553 Educational Research Practitioner's Paper (3)
CEDC 597 Internship - Grades 6-12 (0-6); prerequisites include completion of all course work and passing relevant GACE content examinations)

Master of Arts: Special Education General Curriculum

CEDS 578 Behavior Management (3)
CEDS 579 Psycho-Educational Evaluation for Teaching (3)
CEDS 580 Psychology of Exceptional Education (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 605 Diagnosis and Instruction in Reading (3)

CEDS 585	Developmental Problems in Speech and Language (3)
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)
CEDC 551	Research Design and Evaluation in Education (3) with
CEDC 552	Action Research Seminar (0)
OR	
CEDA 590	Educational Tests and Measurements (3)

Two of the following:

CEDS 576	Cultural Diversity (3)
CEDS 600	Curriculum for Exceptional Education (3)
CEDS 642	Career Development (3)
CEDS 643	Counseling Families of Exceptional Children and Youth (3)
CEDS 698	Legislative and Legal Aspects in Exceptional Education (3)

For certification (if needed):

CEDC 262	Educational Technology
OR	
CEDA 525	Technology and Information Systems (3)

The Department of Curriculum also offers a nondegree option, the postbaccalaureate program.

The Curriculum Department Postbaccalaureate Program **does not lead to a degree**. This program is designed specifically for those who already have an undergraduate degree. Students entering this program 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.

The program is aligned with standards as articulated in other programs offered through the Department of Curriculum. Applicants should contact the department chair regarding preparation for certification through this program.

ADMISSION REQUIREMENTS

Admission to the postbaccalaureate nondegree program requires the following:

1. A baccalaureate degree from an accredited institution with a grade point average of not less than 2.5. Some programs may vary from this requirement in keeping with PSC guidelines.
2. Submission of official transcripts.
3. Submission of at least two letters of recommendation: One must be from a professor in the applicant's most recent degree program; the other should be from applicant's current or former supervisor or employer or from a program alumnus and/or community education stakeholder.
4. Submission of passing scores on the Praxis I/GACE test of basic skills accepted by the Georgia Professional Standards Commission. This requirement will be waived for applicants who meet the exemption criteria established by the Georgia Professional Standards Commission.
5. Completion of application package for admission to the University.
6. Resume, statement of intent; responses to designated questions may be required.
7. Documentation of a personal background consistent with state certification requirements.

Postbaccalaureate Program in Early Childhood Education

Concentration One: Child Development and Learning

CEDC 501 Psychology of Early Childhood (3 hours; must be taken at CAU)

CEDS 425 Introduction to Exceptional Education (3 hours; may be taken at the graduate level or through Staff

Development)

Concentration Two: Curriculum Development and Implementation

- CEDC 262** Educational Technology (3 hours; may be taken through Staff Development)
- CEDC 360** Educational Measurement (3 hours)
- CECE 415** Methods of Teaching Reading and Writing (3 hours; must be taken at CAU; may be taken at the graduate level)
- CECE 426** Integrated Teaching of Elementary Math and Science (3 hours)
- CECE 452** Integrated Teaching of Social Studies and Language Arts (3 hours)
- CEDC 526** Curricular Integration of Creative Experiences for Young Children (3 hours; must be taken at CAU)

Concentration Three: Family and Community Relationships

- CEDA 530** School/Community Relations (3 hours; or CECE Developing Community and Family Relationships – preferred; must be taken at CAU)

Concentration Four: Professionalism and Engagement in the Field

- CECE 213** Practicum I: Observing and Exploring (2 hours)
- CECE 313** Practicum II: Planning and Implementing (2 hours)
- CECE 316** Practicum III: Instructing, Connecting, and Assessing (2 hours)
- CEDC 595** Internship – Early Childhood Education (9 hours; prerequisites include completion of all course work and passing relevant GACE content examinations)

COURSE DESCRIPTIONS

- CEDC 501: Psychology of Early Childhood.** **3 credits**
Examines theories of behavior and development in young children.
- CEDC 502: Curriculum Planning for Early Childhood Education.** **3 credits**
Curriculum development for preschool and primary grades. Attention given to the role of child development theories as a basis for curriculum planning.
- CEDC 503: Methods of Teaching in Early Childhood.** **3 credits**
Exploration and demonstration of methods of teaching young children.
- CEDC 506: Teaching Science: P-5.** **3 credits**
Explores the science curriculum and content, National Science Education Standards and instructional strategies appropriate for early childhood grades. Focuses on science process skills for the young child and on the major scientific concepts appropriate for this level. Laboratory and technology activities are included.
- CEDC 510: Earth Systems Science.** **3 credits**
The study of earth systems and changes in relation to astronomy, physical geology, meteorology and oceanography. Laboratory and technology experiences are included.
- CEDC 512: Teaching Mathematics: P-5.** **3 credits**
Study of the mathematics curriculum, techniques and resources for teaching mathematics in the early grades; focuses on readiness skills in number sense and structure, operations, estimation, computation, and equivalent representations.

CEDC 521: Teaching Social Studies: P-5.	3 credits
Studies various techniques and strategies for teaching social studies concepts; curricula for the early grades are explored.	
CEDC 523: Social Studies: Cultural Diversity.	3 credits
Explores content and concepts for teaching cultural diversity in social studies.	
CEDC 525: Health and Physical Education in Early Childhood.	3 credits
Emphasizes methods and materials appropriate for teaching health habits and physical education activities.	
CEDC 526: Curricular Integration of Creative Experiences for Young Children.	3 credits
Emphasizes integrating music, movement, creative writing, dramatics, and art into the curriculum.	
CEDC 530: Foundations of Culturally Responsive and Relevant Pedagogical Practices.	3 credits
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. <i>Corequisite: CEDC 530P.</i>	
CEDC 530P: Clinical Observation and Evaluation.	0 credits
Twenty-five (25) hours' clinical observations of instructional strategies as practiced in the field. <i>Corequisite: CEDC 530.</i>	
CEDC 532: Trends, Issues and Approaches in Early Childhood Education.	3 credits
Takes reading/language arts content for early childhood and places it in a curriculum framework of developmentally appropriate teaching/learning activities for the young child. Assessment strategies recommended for determining young children's performance are explored. <i>Corequisite: CEDC 532P.</i>	
CEDC 532P: Practicum in Pedagogy and Content.	0 credits
One hundred (100) hours' observing and assessing pedagogy and content in the Early Childhood classroom. <i>Corequisite: CEDC 532.</i>	
CEDC 534: Critical Advanced Reading/Language Arts for Early Childhood.	3 credits
Focuses on content and concepts for reading and language arts P-5 emergent literacy; the comprehensive process in beginning reading; thinking and reading; vocabulary acquisition and word analysis strategies; and writing conventions, concepts and processes.	
CEDC 535: Critical Advanced Integrated Science and Mathematics for Early Childhood.	3 credits
Effective instructional approaches and implementation strategies for the integration of elementary content standards that are culturally responsive and developmentally appropriate for the active involvement of elementary students in problem solving, mathematical reasoning, computation and communication. The course will present the integrated application of instructional strategies and technology that create and sustain successful learners.	
CEDC 536: Capstone Content for Early Childhood Education.	3 credits
Students will participate in the advanced study of reading, math, science, social science, the arts, and physical education. A literature review and analysis of a selected philosophical or practical aspect of curriculum, assessment, or instructional technique relating to grades P-5 will be required. The relevant research in the capstone will be merged with the action research course.	
CEDC 538: Trends and Issues in Middle and Secondary School Curriculum.	3 credits
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. <i>Corequisite: CEDC 538P.</i>	
CEDC 538P: Clinical Observation and Evaluation.	0 credits

Fifty (50) hours observing and assessing instructional practices in Middle Grades and Secondary classrooms. *Corequisite: CEDC 538.*

CEDC 551: Research, Design and Evaluation in Education. **3 credits**
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 (Web-enhanced; 25 field hours).

CEDC 552: Action Research Seminar. **0 credits**
In-field observations of teaching and learning and the identification of a research problem. Periodic on-site meetings for reflection and feedback (Web-enhanced). *Corequisite: CEDC 551.*

CEDC 553: Educational Research Practitioner's Paper. **3 credits**
This course is the continuation of CEDC 552 Action Research Seminar. The Action Research Plan developed in EDC552 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.

CEDC 562: Methods of Teaching in the High School and College. **3 credits**
Addresses major instructional approaches, techniques and strategies used in senior high school and college. Students apply these approaches in the respective content area.

CEDC 567: Calculus for Grades 6-12. **3 credits**
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.

CEDC 568: Geometry for. Grades 6-12. **3 credits**
Involves methods, materials, and technology for teaching Euclidean and Non-Euclidean geometry. *Prerequisite: College algebra content knowledge or departmental approval.*

CEDC 569: Mathematics for Grades 6-12. **3 credits**
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). *Prerequisite: Completion of all mathematics courses in the program or departmental approval.*

CEDC 570: Science for Grades 6-12 **3 credits**
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.

CEDC 571: Physics for Grades 6-12. **3 credits**
Focuses on the physics of real solids, liquids, surfaces, and classical mechanics. Laboratory experiences are included.

CEDC 572: Chemistry for Grades 6-12. **3 credits**
Study of chemistry concepts, theories and principles at an advanced level. Lab and technology activities are included.

CEDC 573: Biology for Grades 6-12. **3 credits**
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.

CEDC 574: Integrated Mathematics and Science Instruction Using Technology. **3 credits**
The study of standards-based instructional approaches and materials for mathematics using concepts and principles in general science, biology, chemistry, and physics as the platform for teaching; incorporates the use of graphing calculators, personal computers, and access to the World Wide Web. *Prerequisite: Completion of all mathematics and science courses.*

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- CEDC 580: Language Acquisition and Development: Birth to Age Twelve.** **3 credits**
Surveys receptive and expressive language processing; attention to techniques of developing and evaluating communications skills of children from birth to age 12 (grades P-8).
- CEDC 581: Reading Instruction: P-5.** **3 credits**
Concentrates on the techniques and approaches for developing reading skills in an elementary school developmental reading program; emphasis is on reading readiness, beginning reading skills and the content of the curriculum in the early grades.
- CEDC 586: Reading Instruction for Content Area Teachers.** **3 credits**
Focuses upon selection and application of appropriate reading skills to reading material used in content areas and considers techniques of evaluating comprehensibility and comprehension of materials used in school subjects.
- CEDC 595: Internship - Early Childhood Education.** **9 credits**
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 in two of the following grades levels: P-K, 1-3, 4-5).
- CEDC 597: Internship - Grades 6-12.** **6-9 credits**
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 in grades 6-8 and 8 weeks in grades 9-12).
- CEDC 598: Independent Study.** **1-3 credits**
Directs student inquiry into theoretical and practical interests of students; contractual arrangement with professor.
Prerequisite: Permission of professor.
- CEDC 599: Thesis Writing.** **3 credits**
Directs student preparation and presentation of a thesis proposal and completion of a thesis.
- CEDS 425: Introduction to Exceptional Education.** **3 credits**
This course is designed to introduce students to the characteristics and education of individuals with disabilities.
- CEDS 571: Nature and Characteristics of Preschool Children with Disabilities.** **3 credits**
The content of this course includes the following: Nature and characteristics of preschool children with disabilities, working with families in culturally diverse environments providing parent training, consolation, collaboration, and communication, etc., with other professionals and agencies. *Prerequisites: departmental approval.*
- CEDS 572: Curriculum and Methods of Teaching Children with Preschool Disabilities.** **3 credits**
Innovated curricula, technologies and appropriate instructional planning of preschool children with disabilities, behavior management, assessment, intervention strategies for children 0-5 years and program evaluation. *Prerequisite: departmental approval.*
- CEDS 573: Internship in Preschool Disabilities (150 Contact Hours).** **3 credits**
Directed observation and participation with young children in PK-primary programs. Course may be repeated (3-6 semester hours; students must register for their area of concentration plus weekly seminar CEDS 606.). *Prerequisites: CEDS 571 and CEDS 572.*
- CEDS 575: Student Teaching in Exceptional Education (9 weeks field experience, 360 clock hours).** **9 credits**
Provides competence and performance-based experience in working with children and youth with disabilities in an approved exceptional education site. This course, or its equivalent, is required of all students seeking degrees and/or endorsements. This is the initial field experience in exceptional education. *Prerequisites: satisfactory completion of all prerequisite course work (Students must register for their area of concentration plus weekly seminar CEDS 606.)*
- CEDS 576: Cultural Diversity.** **3 credits**
Focuses on issues pertinent to cultural diversity such as race, ethnicity, gender, and religion and the ramifications of diversity for education.
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- CEDS 578: Behavior Management.** **3 credits**
Studies treatment of behavior problems related to adjustment and instructional management of children and youth in home, school, and community settings.
- CEDS 579: Psycho-Educational Evaluation.** **3 credits**
Examines issues (nonbiased assessment, reliability, validity, etc.) related to the assessment of individuals with disabilities. Students will also conduct assessments of students with learning difficulties.
- CEDS 580: Psychology of Exceptional Children.** **3 credits**
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.
- CEDS 581: Nature and Characteristics for the Intellectually Disabled.** **3 credits**
Considers types, nature and causes of intellectual disabilities; examines the educational and psychological implications of the intellectually disabled and the impact on the family. *Prerequisites: departmental approval.*
- CEDS 582: Methods and Materials for the Intellectually Disabled.** **3 credits**
Studies acquisition of skills in the identification, selection and preparation of materials for teaching intellectually disabled children review, demonstration and preparation of programs and examines appropriate curriculum content for Pre-K-12/Adulthood. *Prerequisites: departmental approval.*
- CEDS 583: Career and Vocational Assessment.** **3 credits**
Examines and utilizes specific career and vocational assessment techniques with individuals and groups. Examines tests for assessing job and career preferences of exceptional students as related to IDEA, ADA, transition to adulthood, and collaboration.
- CEDS 584: Diagnosis and Assessment in Exceptional Education.** **3 credits**
Provides a review of a variety of assessment techniques and standardized evaluation tools for program planning purposes and current applied approaches. Examines and utilizes specific Diagnostic/Remedial and Writing education evaluations techniques with individuals and groups. *Prerequisites: departmental approval.*
- CEDS 585: Development Problems in Speech and Language.** **3 credits**
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/youth with disabilities.
- CEDS 586: Practicum for Teachers of the Intellectually Disabled. (160 clock hours, 8-week field experience)** **3 credits**
Supervised teaching experience with intellectually disabled. *Prerequisites: CEDS 579, 580, 581 and 582 (Students must register for their area of concentration plus weekly seminar CEDS 606.).*
- CEDS 587: Methods, Materials and Curriculum for Learning Disabilities.** **3 credits**
Provides experiences in developing, selecting, and evaluating curriculum, methods and materials for children with learning disabilities.
- CEDS 588: Nature, Needs and Characteristics for Learning Disabilities.** **3 credits**
Examines the possible etiologies, theories, and academic and social-emotional characteristics regarding individuals with learning disabilities
- CEDS 589: Practicum for Learning Disabilities (160 clock hours, 8-week field experience).** **3 credits**
Supervised practicum with learning-disabled children emphasizing identification, testing and writing prescriptive programs for LD children. *Prerequisites: CEDS 579, 580, 587 and 588 (Students must register for their area of concentration plus weekly seminar CEDS 606.).*
- CEDS 590: Internship for Learning Disabilities (400 clock hours, 10-week field experience).** **3 credits**
Final demonstration of competencies and performances in supervised internship settings with learning disabled children.

Prerequisites: CEDS 579, 580, 587, 588 and 589 (Emphasis on performance/competence-based accountability). Students must register for their area of concentration plus weekly seminar CEDS 606.

CEDS 591: Nature, and Needs of Students with Mild Disabilities. **3 credits**
Provides an in-depth examination of characteristics, similarities, and differences among children with mild disabilities.
Prerequisites: departmental approval

CEDS 592: Methods, Materials and Curriculum for Students with Mild Disabilities. **3 credits**
Helps educators develop skills in developing and implementing a variety of teaching strategies for individuals and groups exhibiting academic problems. *Prerequisites: departmental approval.*

CEDS 593: Practicum for Special Education General Curriculum. (160 clock hours, 8-week field experience) **3 credits**
Supervised practicum in P-K; 1-3; 4-5; 6-8 and 9-12 settings with children with mild disabilities. *Prerequisites: departmental approval. (Students must register for their area of concentration plus weekly seminar CEDS 606; see Handbook.)*

CEDS 594: Internship for Special Education General Curriculum (400-clock hours, 10-week field experience). **3 credits**
Supervised internship in a school setting with children with mild disabilities. *Prerequisites: CEDS 579, 580, 592 and 593. (Students must register for their area of concentration plus weekly seminar CEDS 606; see Handbook)*

CEDS 595: Nature, Needs and Characteristics of Children with Behavioral Disorders. **3 credits**
Studies etiology, diagnosis and treatment and characteristics of emotional and behavioral disorders of children and youth.

CEDS 596: Practicum for Teachers of Children with Behavioral Disorders (160-clock hours, 8-week field experience). **3 credits**
Supervised practicum with children with emotional behavioral disorders. *Prerequisites: CEDS 579, 580, 598 and 595. (Students must register for their area of concentration plus weekly seminar CEDS 606).*

CEDS 597: Internship for Teachers of Children with Behavioral Disorders (400-clock hours, 10-week field experience). **3 credits**
Supervised internship in programs for children with behavioral disorders. *Prerequisites: CEDS 579, 580, 595 and 596; see Handbook.)* Emphasis on accountability/competence and performance based education. (Students must register for their area of concentration plus weekly seminar CEDS 606).

CEDS 598: Methods, Material and Curriculum for Behavioral Disorders. **3 credits**
Provides experience in developing, analyzing, evaluating, and implementing methods and materials used with students diagnosed as Behavioral Disorders. *Prerequisites: departmental approval.*

CEDS 599: Internship for Teachers of the Intellectually Disabled (400-clock hours, 10-week field experience). **3 credits**
Supervised internship in programs for students with intellectual disabilities (MID, MOID, SID, PID). *Prerequisites: 579, 580, 581, 582 and 598. (Students must register for their area of concentration plus weekly seminar CEDS 606; see Handbook.)*

CEDS 600: Curriculum for Exceptional Children. **3 credits**
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.

CEDS 605: Diagnostic Reading for Teaching Reading. **3 credits**
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. *Prerequisites: departmental approval.*

CEDS: 606 Seminar for All Students Enrolled in Practicum and Internship. **0 credits**
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.

CEDS 637: Current Issues and Trends in Exceptional Education. **3 credits**
Reports and analyzes literature and research in exceptional education; application and comparison of theory with actual field experiences and selected topics in exceptional education.

CEDS 639: Organization, Administration and Supervision of Exceptional Classes. **3 credits**
Explores establishing and maintaining exceptional education programs from a problem-solving and analysis viewpoint; advanced seminar for school personnel with emphasis on instructional and organization techniques for the 21st century.

CEDS 642: Career Development for Exceptional Children and Youth. **3 credits**
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.

CEDS 643: Counseling Families of Exceptional Children and Youth. **3 credits**
Examines collaborative counseling role of special educators and the techniques for facilitating intellectual, emotional and social growth of individuals with disabilities.

CEDS 677: Independent Study. **1 or 3 credits**
Independent research under the direction of an advisor; advanced registration only with Departmental approval in an identified course of study (may be repeated only twice).

CEDS 698: Legislative and Legal Aspects in Exceptional Education. **3 credits**
Examines legislation, federal regulations, constitutional law, and litigation which impact the lives of individuals with disabilities.

EDUCATIONAL LEADERSHIP

Clement Hall, Room 201

Telephone: 404-880-6015

The Educational Leadership program at CAU enjoys a highly regarded tradition of preparing leaders for urban educational systems and, in recent years, has been recognized as one of the leading programs for the awarding of doctorates in education to African Americans. Its programs are accredited by the Southern Association of Colleges and Schools, the National Council for the Accreditation of Teacher Education and the Georgia Professional Standards Commission.

The mission of the Department of Educational Leadership is to prepare educational leaders as critical agents of social and educational change for the creation of a democratic and just urban society. Leadership roles are principally in educational administration and supervision, including both local site administration and central office positions. Students interested in higher education administration are also welcome.

DEGREES OFFERED

The department offers graduate degree programs at the master's, specialist and doctoral levels. Also, nondegree programs for initial certification in educational leadership, instructional supervision, and special education administration are available.

Master of Arts Program. The master's program is designed to provide basic preparation in administration and prepare students for initial certification. This program requires 30 semester hours for completion and provides an introductory foundation prescribed courses.

Specialist in Education Program. The specialist program is designed to provide advanced training to instructional leaders at all levels. This program requires 30 semester hours for completion and provides for application and synthesis of

basic concepts in instructional leadership.

Doctorate in Education Program. This program requires a minimum of 60 semester hours beyond the master's degree in administration and supervision for completion and emphasizes both theoretical studies and application. Fundamental to the aims of the doctorate 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.

CANDIDACY REQUIREMENTS FOR THE DOCTORAL DEGREE

A student is formally admitted to candidacy for the doctoral degree when all prerequisites are met. For admission to candidacy for the doctoral degree, students must demonstrate that:

At least, 80 percent of approved course work has been completed with an overall GPA of at least 3.0;

Research and technology skills requirements have been met;

Written and oral comprehensive examinations have been passed, and

A dissertation prospectus has been approved.

Degree Requirements

Master's Degree

Satisfactory completion of an approved program of study of at least 30 semester hours of course work.

A minimum grade point average of 3.0 and successive completion of the communications skills examination.

Satisfactory completion of a comprehensive exit examination. Candidates must be in good standing and must have completed a minimum of 21 credit hours in order to qualify for the examination.

Specialist Degree

Satisfactory completion of an approved program of study of at least 30 semester hours of course work.

A minimum grade point average of 3.0.

Satisfactory completion of a comprehensive exit examination. Candidates must be in good standing and must have completed a minimum of 21 credit hours in order to qualify for the examination.

Doctoral Degree

Satisfactory completion of an approved program of study of at least 60 semester hours.

A minimum grade point average of 3.0.

Satisfactory completion of an approved residency.

Satisfactory completion and defense of an approved dissertation.

Certification. Students seeking certification must complete the graduate admissions application and fulfill requirements for admission to the master's program. Teacher certification is a prerequisite to admission. Students seeking certification must take the number of hours designated by certification requirements. The Department has three certification endorsement programs: Educational Leadership, Instructional Supervision and Director of Special Education. Courses completed for certification may not be applied to a degree program.

Students who hope to apply for certification while enrolled in a degree program must ensure that they also satisfy certification requirements. Completion of a degree program does not guarantee satisfaction of certification requirements.

Nondegree. Graduate students enrolled in other departments of the School of Education or other schools at the University

must submit documentation verifying approval of the departmental academic advisor for pursuit of certification and/or cognate studies. These courses may not be applied to a degree in leadership.

ADMISSION REQUIREMENTS

Evidence of leadership potential as documented by resume, recommendations and autobiographical sketch.

Letters of recommendation must be current and should be completed by recent supervisors and/or academic advisors. The autobiographical sketch must explain reasons for applying to the program, professional goals and relevance of the program to achieving these goals.

CATALOG COURSE DESCRIPTIONS

CEDA 500: Introduction to Educational Administration & Supervision. **Fall, Summer, 3 credits**
Surveys the field(s) of educational administration and supervision, introduces basic theories and principles of administration and supervision.

CEDA 510: Curriculum Planning for Educational Leaders. **Fall, Summer, 3 credits**
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.

CEDA 520: Educational Resource Management. **Spring, Summer, 3 credits**
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.

CEDA 525: Technology and Information Systems. **Fall, Spring, Summer, 3 credits**
Through this course, students will advance their knowledge of the personal computer and software utilization tailored for management of school data. *Prerequisite: Computer Literacy.*

CEDA 530: School/Community Relations. **Fall, Summer, 3 credits**
Examines principles and practices for improving urban school and community relationships with emphasis on the local school site.

CEDA 535: Educational Policy and the Law. **Spring, Summer, 3 credits**
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.

CEDA 560: Practicum for the Master's Degree. **Fall, Spring, Summer, 3 credits**
Provides opportunities at local school sites to synthesize and apply knowledge over two semesters in diverse educational settings. The field experience requires 218 contact hours including scheduled reflective seminars.

CEDA 590: Educational Tests and Measurements. **Fall, Alternate Summers, 3 credits**
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.

CEDA 599: Research for School Improvement. **Spring, Alternate Summers, 3 credits**
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.

CEDA 600: Administration of the Urban School System. **Spring, Alternate Summers, 3 credits**
Reviews contemporary administrative and organizational models at the system level in American public schools and considers their impact on urban school policies and practices.

CEDA 601: Strategic Planning for Systemic Reforms. **Fall, Alternate Summers, 3 credits**
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.

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- CEDA 608: Macro Educational Planning (IDE).** Occasional, 3 credits
Explores application of planning models and instruments for development of system-level facilities, services and programs.
- CEDA 610: Administration & Supervision of the Instructional Program.** Fall, Alternate Summers, 3 credits
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.
- CEDA 612: Student Personnel Administration.** Fall, Alternate Summers, 3 credits
Studies student personnel problems in public schools.
- CEDA 614: Staff Personnel Administration.** Spring, Alternate Summers, 3 credits
Studies principles and practices needed in recruitment of personnel and maintenance of school personnel programs.
- CEDA 620: Economics of Educational Equity.** Fall, Alternate Summers, 3 credits
Provides analysis of pervasive equity issues facing urban schools. In-depth consideration of economic and financial challenges of ensuring equity for all students.
- CEDA 630: Community Educational Leadership.** Spring, Alternate Summers, 3 credits
Introduces students to the theory and practice of community education and the role of education in urban community development.
- CEDA 660: Advanced Practicum.** Fall, Spring, Summer, 3 credits
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 218 contact hours including scheduled reflective seminars.
- CEDA 690: Systematic Evaluation.** Fall, Alternate Summers, 3 credits
Evaluates school level organizational units and instructional programs through application of social system model of organization and planning instruments.
- CEDA 699: Research Methods in Organizations.** Spring, Alternate Summers, 3 credits
Examines methods of researching problems in organizations and develops instruments for measurement of variables in school organizations.
- CEDA 709: Seminar in Strategic Leadership.** Spring, 3 credits
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.
- CEDA 719: Seminar in Instructional Leadership.** Fall, 3 credits
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.
- CEDA 729: Seminar in Organizational Leadership.** Fall, 3 credits
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.
- CEDA 730: Politics of Urban Education.** Fall, Alternate Summers, 3 credits
Examines effects on educational policies of political behavior at national, state, local and institutional levels with particular focus on implications for urban schools.
- CEDA 735: Educational Policy Analysis.** Spring, Alternate Summers, 3 credits
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.

CEDA 739: Seminar in Political/Community Leadership.

Spring, 3 credits

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.

CEDA 790: Quantitative Research Methodology in Education.

Fall, 3 credits

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. Prerequisite: Computer Literacy.

CEDA 795: Qualitative Research Methodology in Education.

Spring, 3 credits

Assists doctoral students in developing theoretical framework from which qualitative inquiry emerges. Aims, assumptions, methods and strategies of qualitative research are addressed.

CEDA 799: Directed Research.

Fall, Spring, 3 credits

Develops competencies in designing and developing research proposals. (Elective)

CEDA 990: Doctoral Advisement.

Fall, Spring, Summer, 3 credits

Maintains status of students for preparation and writing comprehensive examination and/or prospectus or for making corrections of dissertation after final defense. *Prerequisite: Approval of Department Chair.*

CEDA 995: Dissertation Research.

Fall, Spring, Summers, 3 credits

Provides guidance on research for and writing of the dissertation. Prerequisites: Satisfactory completion of all required courses and the comprehensive examinations. Minimum six (6) hours required.

CEDF 550: History of Urban Education.

Fall, Alternate Summers, 3 credits

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.

CEDF 553: Schooling and the Urban Community.

Spring, Alternate Summers, 3 credits

This course seeks to cultivate and then encourage the utilization of a sociological lens to examine our urban societies, our communities and our schools.

CEDF 557: Education & Global Development.

Occasional, 3 credits

This course provides opportunities for educational leaders to understand the relationship between educational systems, economic and political structures. (IDE)

CEDF 614: Futures Research and Educational Policy.

Occasional, 3 credits

Examines the relationship between education and the social order from and through the perspective of futurism.

CEDF 653: Education for Social Development.

Occasional, 3 credits

Explores effects of factors in education on social mobility, political value formation and social problems of youth. (IDE)

CEDF 654: Education and Urban Development.

Fall, Alternate Summers, 3 credits

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.

WHITNEY M. YOUNG, JR., SCHOOL OF SOCIAL WORK
OFFICE OF THE DEAN
Thayer Hall
Telephone: (404) 880-8578

The School of Social Work was founded in 1920 as the Atlanta School of Social Work, and incorporated under the laws of the State of Georgia in 1925. Membership in the American Association of Schools of Social Work was granted in 1928, making the School the first Historically Black School of Social Work to be accredited in the world, and the first School of Social Work in the State of Georgia. The School has maintained accreditation since 1928. In 1952, The American Association of Schools of Social Work changed its name to the Council on Social Work Education (CSWE). In addition to being accredited by the Council on Social Work Education, the School, as a unit of the University, is also accredited by the Southern Association of Colleges and Schools. The Atlanta School of Social Work was incorporated with Atlanta University in 1947 and was named the Atlanta University School of Social Work. In 1988 when Clark College and Atlanta University consolidated, the School became Clark Atlanta University School of Social Work. The School celebrated its 80th year in October 2000, when it was renamed the Whitney M. Young, Jr., School of Social Work.

MISSION

The mission of Whitney M. Young, Jr., School of Social Work is to advance the aims of the profession through education for excellence in social work practice. The School seeks to educate students to be creative, responsible social work professionals committed to the search for solutions to problems of poverty, social and economic injustice, sexism, racism, and other forms of oppression in society while preserving the heritage of African-American people. The School is committed to the core values of the profession, including the promotion of social justice; a responsibility to serve oppressed, at-risk members of society; a strong commitment to changing inequality and oppression based on race, gender, age, class, sexual orientation, and disability; appreciation of individual and cultural diversity; client rights to self-determination; the capacity of clients to grow and change; and the responsible application of professional values and ethics in practice. A liberal arts foundation provides the base upon which the professional self is shaped.

The School implements its educational mission through its baccalaureate, master's and doctoral degree programs, as well as through its program of continuing education. In support of the School's curriculum renewal and the development of the profession, the School maintains relationships of mutual respect with its alumni, affiliated agencies, other local, state and national agencies and professional organizations. The School's mission undergirds and reaffirms the mission of the organizations. The School's mission undergirds and reaffirms the mission of the University which is to preserve and disseminate the heritage of African-American people and "the shaping of graduates who are productive, creative, socially and economically responsible citizens in a dynamic global society and who are themselves committed to the search for solutions to the problems of racism, sexism, age discrimination, economic deprivation, and other forms of oppression."

The School's mission is operationalized through the BSW goals, cited in the Undergraduate Catalog, five Ph.D. and seven MSW program goals. The seven MSW program goals are to:

1. educate students for excellence in advanced clinical professional social work practice;
2. promote students' capacities for critical thinking and self-reflection;
3. prepare students for practice with oppressed, at-risk, and diverse populations;
4. prepare students to evaluate, understand and apply research to social work practice;
5. educate students in the application of professional values and ethics to practice;
6. promote the ability to add to and disseminate social work knowledge for the profession; and
7. maintain collaborative relationships with other Clark Atlanta University schools, other institutions of higher education, affiliated agencies, other local, state and national organizations and professional associations in the interest of the School and the profession.

MSW Program

The MSW Program seeks to advance the aims of the profession through education for excellence in advanced clinical social work practice. The program offers two specializations: Child and Family and Health/Mental Health. The Child and Family Specialization has a subspecialty in School Social Work. Both specializations utilize ecological and systems theories as a base and 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 MSW Program is offered in three plans of study:

The two-year, full-time Plan of Study	(59 Semester Credit Hours)
The three-year, part-time Plan of Study	(59 Semester Credit Hours)
The Advanced Standing Plan of Study	(38 Semester Credit Hours)

Admission

Applicants for admission to the two-year, full-time Plan of Study or the three-year, part-time Plan of Study must:

- be a graduate of an accredited four-year college or university;
- have a baccalaureate degree that reflects a broad liberal arts base to include:
 1. fifteen (15) semester credit hours in the social, behavioral or psychological sciences;
 2. three (3) semester credit hours in human biology;
 3. three (3) semester credit hours in the humanities or mathematics.
- Have a GPA of 2.5 on a 4.0 scale based on official college or university transcript;
- Submit an application to the University's Office of Admissions no later than March 15 for enrollment in the beginning cycle of the two-year, full-time or three-year, part-time Plan of Study, both of which start in August;
- Submit three letters of recommendation;
- Submit an autobiographical statement;
- Submit Graduate Record Examination(GRE) Score which must have been received within the past five years; and
- Pay a nonrefundable application fee.

Applicants seeking admission to the Advanced Standing Plan of Study must:

1. Have a BSW degree from a school of social work accredited by CSWE;
2. Have a GPA of 3.0 or better on a 4.0 scale;
3. Submit an application to the University's Office of Admissions no later than March 15 for enrollment in the beginning cycle of the Advanced Standing Program which starts in June;
4. Submit three letter of recommendation;
5. Submit an autobiographical statement;
6. Submit Graduate Record Examination (GRE) Score which must have been received within the past five years; and
7. Pay a nonrefundable application fee,

Program Overview

The mission of the Whitney M. Young, Jr., School of Social Work – MSW Program is to produce culturally competent social work professionals that are guided by humanistic values and an Afrocentric Perspective who are capable of addressing the global challenges of the 21st century. The School's curriculum and program initiatives promote growth and empowerment of clients in a dynamic multidimensional social context. The School's educational program and model initiatives address the need to explore the ongoing complexities of social and economic justice at the regional, national and international levels.

The MSW Program shaped by its rich history produce professional social workers to address evolving community needs, especially those impacting racial and health disparity issues and well-being of African-American children and families with special emphasis on the African-American male within the context of family and develop alternative methods to reduce the disparities among these groups. The MSW Program prepares students to serve oppressed populations and to promote social and economic justice.

The MSW Program is open to students from other racial, ethnic, cultural, and socioeconomic backgrounds. The MSW Program prepares developing professional social worker students to apply the ecological systems/problem- solving model for planned change through generalist and advanced direct social work practice.

Admissions Requirements

All applicants must have a total of 27 (twenty-seven) liberal arts credits:

• Math	3
• Human Biology	3
• Social Sciences	12
Psychology, or Sociology, or Political Science, and/or Economics	
• Humanities	9
Composition, or Literature, or Philosophy, or Languages, and/or Arts	
Total	27 Credits

The WMYJSSW Program is offered in three (3) plans of study. All applicants seeking admission to the Advanced Standing Plan of Study must:

- Demonstrate evidence of completion of a bachelor's degree in social work from a school of social work accredited by the Council of Social Work Education (CSWE);
- Have a G.P.A. of 3.0 or better on a 4.0 scale;
- Submit three (3) letters of recommendation;
- Submit an autobiographical statement;
- Submit Graduate Record Examination (GRE) Scores taken within the past five (5) years;
- Submit an application to the University Office of Admissions for enrollment in the beginning cycle of the Advanced Standing Program which starts in June, and
- Pay a nonrefundable application fee.

The Advanced Standing Plan of Study requires the completion of 38 semester credit hours.

Applicants for admission to the two-year, full-time Plan of Study or the three-year, part-time plan of study must:

- Demonstrate evidence of completion of a baccalaureate degree from an accredited four-year college or university;
- Have completed a baccalaureate degree that reflects a broad liberal arts base to include twenty-seven (27) hours in total liberal arts credits (Math (3), Human Biology (3), Social Sciences (12), Humanities (9));
- Have a grade point average of 2.5 on a 4.0 scale based on the official college or university transcript;
- Submit an autobiographical statement;
- Submit Graduate Record Examination (GRE) scores taken within the past five years;
- Submit an application of the University Office of Admissions for enrollment in the beginning cycle of the two-year, full-time or three-year, part-time plan of study, both of which start in August;
- Pay a nonrefundable application fee.

The two-year, full-time Plan of Study requires the completion of 59 Semester Credit Hours.

The three-year, part-time Plan of Study requires the completion of 59 Semester Credit Hours.

NOTE: The program does not grant academic credit for life or work experience. It is the applicant's responsibility to provide all required materials to the WMYJSSW by the application deadline. Students must apply to a specific "Plan of Study" (e.g., Advanced Standing, Two-Year, full-time, or Three-Year, part-time) and must stay on that track in order to complete a program of study leading to the MSW degree.

Although applicants who have liberal arts deficiencies may be admitted provisionally, such students must complete the liberal arts requirements during their matriculation in the MSW program. In all cases students must present official transcripts confirming that the liberal arts requirements have been completed.

CURRICULUM

FULL-TIME, TWO-YEAR PLAN OF STUDY (59 CREDIT HOURS) FIRST YEAR FOUNDATION/SECOND YEAR ADVANCED

FIRST YEAR (Foundation Curriculum)

	<u>Credits</u>
Fall Semester	
CSSW 500A Autonomous Social Work Practice I	3
CSSW 501A Concurrent Field Practicum I	3
CSSW 585 Research Methods I	3
CSSW 600A Human Behavior and the Social Environment I	3
CSSW 700 Social Welfare Policy and Services	<u>3</u>
TOTAL HOURS	15

	<u>Credits</u>
Spring Semester	
CSSW 500B Autonomous Social Work Practice II	3
CSSW 501B Concurrent Field Practicum II	3
CSSW 586 Research Methods II	3
CSSW 600B Human Behavior and the Social Environment II	3
CSSW 709 Differential Policy Analysis	<u>3</u>
TOTAL HOURS	15

SECOND YEAR (Advanced Curriculum)

	<u>Credits</u>
Fall Semester	
CSSW 502A Concurrent Field Practicum III	3
CSSW 503 Advanced Direct Social Work Practice	3
CSSW 598 Thesis Supervision or Conceptual Paper or	
CSSW 598A Practice Based Research	2
CSSW 611 Psychopathology	3
Elective	3
Elective	<u>3</u>
TOTAL HOURS	14/17

	<u>Credits</u>
Spring Semester	
CSSW 502B Concurrent Field Practicum IV	3
CSSW 504A Advanced Direct Practice Focus on Child and Family	
Or	
CSSW 504B Advanced Direct Practice Focus on Health/Mental	
Health Or	3
CSSW 504C Advanced Direct Practice Focus on School Social	
Work	
CSSW 504D *Advanced Direct Practice Focus on Gerontology	*Pending
CSSW 504E *Advanced Direct Practice Focus on Forensic	*Pending
CSSW 598 Thesis or Conceptual Paper or	2
CSSW 598A Practice-Based Research	
CSSW 801 Integrative Seminar	1
Elective	<u>3</u>
TOTAL HOURS	12

Total Full-time, Two-Year Plan of Study Credit Hours – 59

Full-time study is defined as registration for completion of no fewer than nine (9) semester credit hours. The average number of semester credit hours carried by full-time students is fifteen (15).

CURRICULUM

PART-TIME THREE-YEAR PLAN OF STUDY (59 CREDIT HOURS)

FIRST YEAR

Fall Semester (First Semester)		<u>Credits</u>
CSSW 585	Research Methods I	3
CSSW 700	Social Welfare Policy & Services	<u>3</u>
TOTAL HOURS		6

Spring Semester (Second Semester)		
CSSW586	Research Methods II	3
CSSW 709	Differential Policy Analysis	<u>3</u>
TOTAL HOURS		6

SECOND YEAR

Fall Semester (First Semester)		<u>Credits</u>
CSSW 500A	Autonomous Social Work Practice I	3
CSSW 501A	Concurrent Field Practicum I	3
CSSW 600A	Human Behavior and the Social Environment I	<u>3</u>
TOTAL HOURS		9

Spring Semester (Second Semester)		
CSSW 500B	Autonomous Social Work Practice II	3
CSSW 501B	Concurrent Field Practicum II	3
CSSW 600B	Human Behavior and the Social Environment II	<u>3</u>
TOTAL HOURS		9

THIRD YEAR

Fall Semester (First Semester)		<u>Credits</u>
CSSW 502A	Concurrent Field Practicum III	3
CSSW 503	Advanced Direct Social Work Practice	3
CSSW 598	Thesis Supervision or Conceptual Paper or	2
CSSW 598A	Practice-Based Research	
CSSW 611	Psychopathology	3
Elective		3
Elective		<u>3</u>
TOTAL HOURS		14/17

Spring Semester (Second Semester)		<u>Credits</u>
CSSW 502B	Concurrent Field Practicum IV	3
CSSW 504A	Advanced Direct Practice Focus on Child and Family OR	
CSSW 504B	Advanced Direct Practice Focus on Health/ Mental Health OR	3
CSSW 504C	Advanced Direct Practice Focus on School Social Work	
CSSW 504D	*Advanced Direct Practice Focus on Gerontology OR	*Pending } 3
CSSW 504E	*Advanced Direct Practice Focus on Forensic	*Pending
CSSW 598	Thesis, Conceptual Paper OR	
CSSW 598A	Practice-Based Research	2
CSSW 801	Integrative Seminar	1

Elective

TOTAL HOURS

3
12/15

Total Part-time, Three-Year Plan of Study Credit Hours – 59

CURRICULUM

FULL-TIME YEAR ONE ADVANCED STANDING PLAN OF STUDY (38 CREDIT HOURS)

ADVANCED STANDING (Summer Curriculum) **Credits**

CSSW 589	Research with an Emphasis on Application	3
CSSW 610	Integrating Practice and Human Behavior and Emphasis on Ethics	3
CSSW 710	Social Welfare Policy with an Emphasis on Georgia Policies	<u>3</u>
	TOTAL HOURS	9

ADVANCED STANDING (Fall Semester) **Credits**

CSSW 502A	Concurrent Field Practicum	3
CSSW 503	Advanced Direct Social Work Practice	3
CSSW 598	Thesis OR Conceptual Paper OR	2
CSSW 598A	Practice-Based Research	
CSSW 611	Psychopathology	3
Elective		3
Elective		<u>3</u>
	TOTAL HOURS	14/17

ADVANCED STANDING (Spring Semester) **Credits**

CSSW 501B	Concurrent Field Practicum IV	3
CSSW 504A	Advanced Direct Practice Focus on Child and Family OR	
CSSW 504B	Advanced Direct Practice Focus on Health/Mental Health OR	3
CSSW 504D	*Advanced Direct Practice Focus on Gerontology	*Pending
CSSW 504E	*Advanced Direct Practice Focus on Forensic	*Pending
Elective		3
CSSW 598	Thesis, Conceptual Paper or	
CSSW 598A	Practice-Based Research Supervision	2
CSSW 801	Integrative Seminar	<u>1</u>
	TOTAL HOURS	12

Total Full-Time Year One Advanced Standing Plan of Study Total Credit Hours-38

CURRICULUM

ELECTIVES

<u>ELECTIVES</u>		<u>Credits</u>
CSSW 506	Programs 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 519	*Gerontology and Social Work Practice	*Pending (3)
CSSW 520	Family Therapy	3
CSSW 521	Supervision and Consultation in Clinical Practice	3
CSSW 522	Public Health Social Work Practice	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

FINANCIAL AID

The School awards a limited number of partial-tuition scholarships based on scholastic achievements and financial need. In addition, there may be special projects that provide a few grants and or traineeships on a competitive basis. To receive federal, state or institutional financial aid at CAU, a student must complete a Free Application for Federal Student Aid (FAFSA). The Federal School Code is 001559. One can apply for a federal loan through the internet. The internet address is: www.FAFSA.ed.gov. The deadline for submission of the Financial Aid Application is April 1. Information about financial aid can be obtained by contacting:

Clark Atlanta University
Office of Student Financial Aid
223 James P. Brawley Dr., S.W.
Atlanta, Georgia 30314
Telephone: (404) 880-8992
Fax: (404) 880-8070

CURRICULUM

REQUIRED COURSE OFFERINGS

REQUIRED COURSE OFFERINGS

CSSW 500A: Autonomous Social Work Practice I.

3 credits

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.

CSSW 500B: Autonomous Social Work Practice II.

3 credits

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.

CSSW 501A: Concurrent Field Practicum I.

3 credits

Field Practicum I provides 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.

CSSW 501B: Concurrent Field Practicum II.

3 credits

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.

CSSW 585: Research Methods I.

3 credits

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.

CSSW 586: Research Methods II.

3 credits

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.

CSSW 600A: Human Behavior & the Social Environment I.

3 credits

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.

CSSW 600B: Human Behavior & the Social Environment II.

3 credits

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.

CSSW 700: Social Welfare Policy and Services.

3 credits

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.

CSSW 709: Differential Policy Analysis.

3 credits

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.

ADVANCED STANDING

CSSW 502A: Concurrent Field Practicum III.

3 credits

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.

CSSW 502B: Concurrent Field Practicum IV.

3 credits

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.

CSSW 503: Advanced Direct Social Work Practice.

3 credits

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.

CSSW 504A: Advanced Direct Social Work Practice:

Focus on Child and Family.

3 credits

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.

CSSW 504B: Advanced Direct Social Work Practice:

Focus on Health/Mental Health.

3 credits

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.

CSSW 504C: Advanced Direct Social Work Practice:

Focus on School Social Work.

3 credits

An advanced direct practice course focusing on schools, this course engages second-year MSW students in expanded and in-depth examination of theoretical models, skills, values, and ethics, and approaches to evaluation of social work practice in schools and other educational settings.

CSSW 504D: Advanced Direct Social Work:

Focus on Gerontology.

***Pending**

CSSW 504E: Advanced Direct Social Work:

Focus on Forensic.

***Pending**

CSSW 598: Thesis/Conceptual Paper or

2 credits

CSSW 598A: Practice-Based Research.

A thesis/conceptual paper/practice-based research is a rigorous process in partial fulfillment of the requirement for the MSW degree. All students in the MSW Program must complete either a thesis conceptual paper or participate in a practice-based research design. This (2)-semester credit hour course covers two semesters (two-semester credit hours per semester), and is designed to provide MSW students with the necessary supervision and advisement to successfully complete the thesis, conceptual paper or practice-based research process.

CSSW 611: Psychopathology.

3 credits

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.

CSSW 801: Integrative Seminar.

1 credit

This advanced direct practice social work seminar is designed to integrate and synthesize the total experience for students enrolled in either the two-year, full-time, three-year, part-time, 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, and autonomous social work practice roles.

ADVANCED STANDING (SUMMER)

CSSW 589: Research with an Emphasis on Application.

3 credits

(Advanced Standing Students)

This course provides instruction in evidence-based practice as it relates to social work practice, theory, policy and research. Evidence-Based Practice (EBP) in Social Work is the planned use of empirically supported assessments and intervention methods combined with the judicious use of monitoring and evaluation strategies for the purpose of improving the psychological well-being of clients. EBP is expected to be goal directed and in the client's best interest in order to meet diverse population needs.

CSSW 610: Integrating Practice and Human Development with an Emphasis on Ethics.

3 credits

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.

CSSW 710: Social Welfare Policy with an Emphasis on Georgia Policies.

3 credits

This course is 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.

ELECTIVES

CSSW 506: Program and Organizational Development for Direct Social Work Process.

3 credits

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.

CSSW 508: Brief Interventions Methods.

3 credits

This advanced direct practice course examines the theory and practices of brief interventive methods, including crisis intervention. It focuses on different 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 characteristic of brief interventive methods with individuals, families and small groups.

CSSW 510: AIDS: Psychosocial Issues and Intervention.

3 credits

This advanced course provides critical information on direct practice prevention, education, intervention methods and

models of care for working with people with HIV/AIDS. Also, 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 AIDS persons are addressed.

CSSW 511: Intervention Strategies with Children and Adolescents.

3 credits

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” for assessments and intervention.

CSSW 512: Intervention Strategies with Adults and the Aged.

3 credits

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.

CSSW 513: Child Abuse and Neglect.

3 credits

This advanced direct-practice course provides a historical overview of value perspectives of children – particularly African American – and corresponding injustices, violence in relation to child maltreatment—view 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.

CSSW 514: Group Processes in Social Work Practice and Administration.

3 credits

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.

CSSW 517: Community-Based Health Care.

3 credits

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 to health services; the roles and functions of multidisciplinary health-terms; community needs assessment and intervention, and policy advocacy for change. Students learn methods of assessing community health issues, data analysis skills, and resource identification.

CSSW 518: Community Health Promotion and Disease Prevention.

3 credits

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 service within communities.

CSSW 520: Family Therapy.

3 credits

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) and developing skills to assess family intervention.

CSSW 521: Supervision and Consultation in Clinical Practice.

3 credits

The 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, rolls, techniques and practices involved in the supervisory process. The course is designed for the experience student who desires and expects to become an agency supervisor within the next three years.

CSSW 522: Public Health Social Work Practice.

3 credits

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 difference in health behaviors related to ethnicity, gender, race, culture, socioeconomic status, at-risk status, and sexual orientation.

CSSW 603: African-American Families.

3 credits

This advanced course examines historical and contemporary forces impinging upon African-American families and the resultant survival strategies of 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.

CSSW 606: Alcoholism and Drug Dependency.

3 credits

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 or 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.

CSSW 609: Emotional Disorder of Children and Adolescents.

3 credits

This is an advanced course designed to explore a range of factors, situations, and experiences that contribute to the development and progression of emotional disorders in children and adolescents.

CSSW 706: Law and Social Work.

3 credits

This course is designed to provide students with an advanced overview and analysis of social work as it interfaces with the law. The course will address various types of law – statutory, constitutional, regulatory, and common law as it relates 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.

CSSW 800: Independent Study.

1-3 credits

This is an independent, advanced study course that is arranged between an individual faculty member and a student on a specific topic of interest to the student that meets academic and professional requirements of the MSW Program. Students must have at least a 3.8 GPA to qualify for this course. Permission of both the Director of the MSW Program and the Dean is required.

Ph.D. PROGRAM IN SOCIAL WORK POLICY PLANNING AND ADMINISTRATION AND SOCIAL SCIENCE

MISSION STATEMENT

The WMYJSSW's Doctoral Program is a research-oriented educational enterprise with a mission to develop competent scholars and leaders in education, policy, administration and social planning in a global society. The program requires successful completion of core social work courses, cognate courses, electives, and dissertation research.

Ph.D. PROGRAM OBJECTIVES

1. Demonstrate advanced knowledge of social work policy, planning, program administration, and evaluation at all levels of government and social service organization;
2. Demonstrate the critical application of the Afrocentric Perspective in social work education and practice;
3. Demonstrate the ability to create and implement social service programs for oppressed populations;
4. Demonstrate the ability to conduct and disseminate research from an Afrocentric Perspective;
5. Demonstrate a beginning level of proficiency as an instructor to educate multiple stakeholders in deconstructing and constructing culturally relevant methodologies, practices and theory development;
6. Demonstrate the ability to administer policies and practices at the local, national and international level;
7. Demonstrate lifelong professional growth through continuous research, education and policy development;
8. Be an author or coauthor of at least one publishable-quality manuscript dealing with research or innovative concepts in social work education or practice prior to graduation.

Admission Requirements

The Doctoral Program invites applicants with minimally two (2) years' postmaster's social work experience who show evidence of outstanding professional competence, academic excellence, capacity to conceptualize and clearly articulate ideas and career interests in advanced social work practice, education, and research. Only those applicants with an MSW degree from a CSWE-accredited program are eligible for application to the Whitney M. Young, Jr., School of Social Work Doctoral Program.

Application Requirements and Deadline

All applicants must submit an application to the University Office of Graduate Admissions for enrollment no later than March 15th for admission to the academic year which begins in August (Fall Semester). The following materials are to be submitted to the University's Office of Graduate Admissions:

- 1) Official Transcript from all colleges and universities attended;
- 2) Graduate Record Examination (GRE) scores taken within the last five years;
- 3) Three Letters of Reference, including one from a person in a position to judge the applicant's potential to conduct research at the doctoral level;
- 4) A Personal Statement;
The personal statement is an important part of the Ph.D. application folder. You should clearly present your career objectives and discuss their match or congruence with the school's Ph.D. curriculum and program mission as a research-focused educational enterprise. You also should discuss the relevance of professional experience (practice, teaching and/or research) to career objectives, including how a doctorate in social work will help prepare you to meet those objectives. In addition, you should describe and discuss the development of your own specialized areas of interest and planned scholarly pursuits. Finally, you can discuss other motivating factors for acquiring the Ph.D. degree, how your life situation is currently supportive of the time and effort needed to succeed in a doctoral program, and anything else you would like reviewers to know regarding your qualifications for successful doctoral work.
- 5) A Writing Sample
As part of the admission process to the Whitney M. Young, Jr., School of Social Work Doctoral Program, a sample of your writing is of interest to us. The reviewers will be looking at your potential for integrative and critical thinking, the ability to appropriately use the literature (paraphrasing arguments, synthesis of ideas, citation practices) and your basic ability to present a clear, logical and compelling written product.

You may submit a paper that you have previously written for your M.S.W./M.A. program if it is less than four years old.

If you do not have such a paper to submit, you should prepare a short paper on a subject of your choice (3-5 pages, typewritten, double-spaced). Use references to the scholarly literature as appropriate.

1. Choose any issue or problem relevant to human services that addresses minority groups or people of color.
2. Clearly define the issue or problem.
3. Critically discuss some of the primary arguments and evidence relevant to the issue or problem.
4. State your position on the issue or problem and justify that position.

Degree Requirements

1. Completion of a minimum of sixty-nine (69) semester credit hours which includes the core curriculum courses, cognate courses, required elective courses, and a dissertation;
2. Cumulative grade point average of 3.0 or above;
3. Demonstration of competency in computer technology; and
4. Reading competency in one foreign language, preferably Spanish or French.

Required Courses

The doctoral curriculum is a planned four-year (4) program that requires satisfactory completion of sixty-nine (69) semester credit hours. 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. The curriculum is divided into core, cognate, elective courses and dissertation research. After all course work is satisfactorily completed, one must take and pass qualifying examinations prior to enrolling in dissertation research. Transfer courses must be approved by the Program Director and Dean.

Cognate Course Work

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 courses are graduate-level courses from other disciplines within the University or at another institution of higher learning. The function of cognate courses is to ensure that the student is exposed to some level of interdisciplinary training. Cognates are chosen under the advisement of the Major Professor and with the approval of the student's doctoral advisory committee (DAC). This process occurs within the context of doctoral committee formation.

Summary of Course Credit Hours:

Core Social Work Courses	= 33
Cognate	= 15
Electives (including one foreign language course)	= 09
Doctoral Research	= 12
TOTAL Credit Hours*	= 69

**Students may take additional courses that cause them to exceed the required credit hours for the degree. Courses are available through the ARCHE program, which facilitates registration across Universities and Colleges within the state of Georgia.*

PH.D. CURRICULUM

Year One

Credits

First Semester

CSSW 900	Historical Analysis of Social Welfare and Professional Social Work	3
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CSSW 910	Research Methods	3
CSSW 913	Doctoral Seminar I	3
		9

Second Semester

CSSW 901	Social Welfare and Professional Social Work Policy Planning and Development	3
CSSW 911	Descriptive and Inferential Statistics	3
CSSW 914	Doctoral Seminar II	3
		9

Year Two Credits

First Semester

CSSW 912	Evaluative Research and Multivariate Statistics	3
CSSW 920	Organizational Development	3
CSSW 930	Critical Analysis of Managerial Theories	3
-----	Cognate Course I	3
		12

CSSW 900: Historical Analysis of Social Welfare and Professional Social Welfare Practice.

3 credits

(Graded A/F). This course examines the growth of social welfare and social work as social institutions in American society.

CSSW 901 Social Welfare and Professional Social Work Policy Planning and Development.

3 credits

(Graded A/F) 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.

CSSW 910: Research Methodology.

3 credits

(Graded A/F) 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.

CSSW 911: Descriptive and Inferential Statistics.

3 credits

(Graded A/F) 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.

CSSW 912: Evaluative Research and Multivariate Statistics.

3 credits

(Graded A/F) 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.

CSSW 913: Doctoral Seminar I.

3 credits

(Graded A/F) This course analyzes current issues in the field of social work administration, planning and research. A framework for analyzing new developments, trends and projections in the field is provided through the use of selected topics.

CSSW 914: Doctoral Seminar II.

3 credits

(Graded A/F) This course is open to students who have completed core requirements and have selected a defined area for dissertation research. The course is a continuation of CSSW 913 and promotes the development of individual research projects using critical feedback from students and faculty.

CSSW 920: Organizational Development.

3 credits

(Graded A/F) This course prepares students to understand and work effectively in existing and newly designed organizations. Students examine competing organizational designs and new and traditional organizational forms and

structures. Recognizing that organizations are organic, living systems, the roles, competencies and interpersonal skills required of managers and leaders who seek to develop more effective and efficient human service organizations are explored in depth.

CSSW 921: Planned Change in Complex Organizations.

3 credits

(Graded A/F) This course examines the language of complex organizations, organizational theory, empirical literature, and the implications for social change and social policy regarding complex organizations in the area of human service delivery with special attention to organizations serving persons of color.

CSSW 930: Critique and Analysis of Managerial Theories.

3 credits

(Graded A/F) 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.

CSSW 931: Administration in Human Service Organizations.

3 credits

(Graded A/F) 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.

CSSW 995: Doctoral Dissertation.

3 credits

(Required, 3-6 – repeatable for a maximum of 42 credits – graded A/F) Dissertation writing under the direction of the major professor, including presentation of the Prospectus.

Ph.D. SOCIAL WORK PROGRAM

PLAN OF STUDY

YEAR 1	
<u>Semester 1 – Fall</u>	<u>Semester 2 – Spring</u>
<u>CSSW 900 (3): Historical Analysis of Social Welfare and Professional Social Work</u>	<u>CSSW 901 (3): Social Welfare and Professional Social Work Policy Planning and Development</u>
<u>CSSW 910 (3): Research Methods</u>	<u>CSSW 911 (3): Descriptive and Inferential Statistics</u>
<u>CSSW 913 (3): Doctoral Seminar I</u>	<u>CSSW 914 (3): Doctoral Seminar II</u>
YEAR 2	
<u>Semester 1 – Fall</u>	<u>Semester 2 – Spring</u>
<u>CSSW 920 (3): Organizational Development</u>	<u>CSSW 921 (3): Planned Change in Complex Organizations</u>
<u>CSSW 930 (3): Critical Analysis of Administrative Theories</u>	<u>CSSW 931 (3): Administration in Human Service Organizations</u>
<u>CSSW 911 (3): Evaluative Research and Multivariate Statistics</u>	<u>Cognate #2 (3 credits)</u>
<u>Cognate #1 (3 credits)</u>	<u>Cognate #3 (3 credits)</u>
	<u>Foreign Language – Graduate level (3) *Recommended for Summer)</u>
YEAR 3	
<u>Semester 1 – Fall</u>	<u>Semester 2 – Spring</u>
<u>Cognate #4 (3 credits)</u>	<u>CSSW 995 (3): Dissertation Research (Qualifying Examination & Oral Defense)</u>
<u>Cognate #5 (3 credits)</u>	
<u>Elective #1 (3 credits)</u>	
<u>Elective #2 (3 credits)</u>	
YEAR 4	
<u>Semester 1 – Fall</u>	<u>Semester 2 – Spring</u>
<u>CSSW 995 (3): Dissertation Research (Prospectus/ Proposal & Oral Defense)</u>	<u>CSSW 995 (3): Dissertation Research (Dissertation & Oral Defense)</u>

Note: Students must be enrolled in the Whitney M. Young, Jr. School of Social Work at all times (Fall and Spring semesters). Any lapse in enrollment will require the student to re-apply to the program.

ACCREDITATIONS AND AFFILIATION

Institutional Accreditations

The Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award the Bachelor's, Master's, and Doctoral Degrees (1866 Southern Lane, Decatur, Georgia, 30033-4097; telephone 404-679-4500)
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
The National Collegiate Athletic Association (NCAA), Division II

Program Accreditations

American Assembly of Collegiate Schools of Business (AACSB)
Council on Social Work Education (CSWE)
National Council for Accreditation of Teacher Education (NCATE)
The Georgia Professional Standards Commission (GPSC)
National Association of Schools of Public Affairs/Administration (NASPAA)

Affiliations

American Association of Colleges for Teacher Education
American Association of Collegiate Registrars and Admissions Officers
American Association for Higher Education
American Association of University Women
American Council of Education
Association for Institutional Research
Association of American Colleges
Atlanta University Center, Inc.
College Entrance Examination Board
Council of Graduate Schools
Council of Historically Black Graduate Schools
Georgia Association of Colleges
Georgia Association of Collegiate Registrars and Admissions Officers
Georgia Foundation of Independent Colleges
Georgia Research Alliance
National Accreditation Agency
National Association for Equal Opportunity in Higher Education
National Association of College and University Business Officers
National Association of College Deans, Registrars and Admissions Officers
National Association for Educational Access
National Association of Educational Broadcasters
National Association of Independent Colleges and Universities
National Association of Schools and Colleges of the United Methodist Church
National Council of Teachers of English
National Collegiate Athletic Association
National Collegiate Honors Council
Southern Association of College and University Business Officers
Southern Association of Collegiate Registrars and Admissions Officers
Southern Association of Graduate Schools
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