

# 2004-2006 Graduate Catalog



Student-Centered

Quality-Driven

CLARK ATLANTA  
UNIVERSITY

## GRADUATE CATALOG

The Clark Atlanta University 2004-2006 Graduate Catalog herein incorporates the appropriate academic programs, 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.

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.

2004-2006

CLARK ATLANTA  
UNIVERSITY

*Student Centered-  
Quality Driven*

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## Table of Contents

<b>President's Message</b>	<b>v</b>
<b>Academic Calendar</b>	<b>vi</b>
<b>The University</b>	
History	1
Statement of Purpose	3
Mission Statement	4
Vision Statement	5
Campus Cultural Creed	5
Academic Structure	6
<b>Graduate Admissions</b>	<b>8</b>
Application	8
Graduate Admissions Deadline	8
Admissions Procedure	8
Graduate Record Examination	9
Types of Admission Standing	9
International Students	11
Visa Types Frequently Found at Clark Atlanta University	12
Forms Frequently Used at Clark Atlanta University	12
Maintenance of Status	13
<b>Registration</b>	<b>14</b>
Registration Policy	14
Dropping/Adding or Withdrawing from Courses	15
Withdrawal from the University	15
Cross Registration	16
Student Records	16
Family Educational Rights and Privacy Act (FERPA)	16
Transcripts	18
Office of Veterans Affairs	19
<b>Financial Aid</b>	<b>20</b>
Students' Rights and Responsibilities	20
How to Apply for Financial Aid	21
Priority Deadlines	22
New Students	22
Eligibility	22
Satisfactory Academic Progress Policy for Financial Aid Recipients	23
Graduate and Professional Student Policy	23
Good Academic Standing	23
How Financial Aid Eligibility is Determined	24
Dependency Status	24

Cost of Attending Clark Atlanta University	25
The Financial Aid Award	25
Aid Awarded Based on Hours of Enrollment	26
Understanding the Award Letter	26
Federal Work Study/Loan Option	26
Outside Scholarships and Resources	27
Changes in Financial Situation	27
Funding for Summer Session and Study Abroad	27
Types of Financial Aid Available	27
Important Dates to Remember	34
<b>Enrollment Services and Student Affairs</b>	<b>35</b>
General Principles Concerning Student Welfare	35
Office of the Dean of Student Affairs	36
Office of the Associate Dean of Student Affairs	36
International and Disability Student Services	36
Fitness Center	37
Career Planning and Placement Services	37
Community Services	38
Disability Student Services	38
Commuter Student Services	39
Student Activities	39
Residence Life (Student Housing)	40
Health Services	40
Food Services	42
Student Publications	43
University Counseling Center	43
Orientation	44
Religious Life	44
Recreation & Intramural Sports	45
Rights and Standards for Conduct	45
Due Process	46
Policy on Drug-Free Environment	46
<b>Academic Services and Support</b>	<b>47</b>
Robert W. Woodruff Library	47
CAU Art Galleries	48
Oak Ridge Associated Universities	50
Institutes and Centers	51
<b>Academic Standards and Requirements</b>	<b>55</b>
Academic Standards	55
Minimum Academic Standing	58
Degree Requirements	59
General Requirements for the Master's Degrees	59

General Requirements for the Specialist's Degrees	61
General Requirements for the Doctoral Degrees	62
<b>Graduate Studies</b>	<b>67</b>
Mission	67
Programs	67
<b>School of Arts and Sciences</b>	<b>68</b>
<b>Division of Humanities</b>	<b>71</b>
African and African-American	
Studies/Africana Women's Studies Program	71
English	79
Foreign Languages	86
History	93
<b>Division of Natural and Mathematical Sciences</b>	<b>100</b>
Biological Sciences	100
Chemistry	103
Computer and Information Science	112
Mathematical Sciences	119
Physics	123
Systems Science	127
<b>Division of Social Sciences</b>	<b>143</b>
Sociology and Criminal Justice	143
Political Science	151
Public Administration	162
International Affairs and Development	166
<b>School of Business Administration</b>	<b>184</b>
School History and Accreditation	184
Mission Statement	184
Teaching Objectives	185
Intellectual Contribution Objectives	185
Service Objectives	185
Cultural Objectives	186
MBA Program Admission	186
Deferred Admission	187
Requirements for the MBA Degree	187
Orientation	188
Curriculum	188
Sequence of Courses for the MBA Program	188
Scholarships	190
Placement	190
Accounting Department	191
Decision Sciences Department	197
Economics Department	200

Finance Department	206
Management Department	211
Marketing Department	213
<b>School of Education</b>	<b>217</b>
School History	217
Programs of Study	217
Admission Requirements	217
Master's Degree	218
Specialist in Education Degree	218
Doctoral Degree	218
Five-Year Program	218
Requirements for Special Students	219
General Program Requirements	219
Candidacy Requirements	219
Transfer Credits	221
Course Load Regulations	221
Counseling, Exceptional Education and Psychological Studies Department	221
Curriculum Department	233
Educational Leadership Department	249
<b>School of Library and Information Studies</b>	<b>257</b>
Mission	257
Degree Programs	258
Admission and Degree Requirements	259
Financial Assistance	261
Scholarships	261
Fellowships	262
Assistantships	262
Internships	262
Placement	263
Course Descriptions	263
<b>Whitney M. Young, Jr. School of Social Work</b>	<b>269</b>
Mission	269
MSW Program	270
Admission	270
Ph.D. Program in Social Work Policy Planning and Administration	282
<b>Accreditations and Affiliations</b>	<b>288</b>
<b>Board of Trustees</b>	<b>290</b>
<b>Administrative Officers</b>	<b>292</b>
<b>Faculty Roster</b>	<b>294</b>
<b>Equal Opportunity/Affirmative Action Policy</b>	<b>312</b>

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## STUDENT-CENTERED, QUALITY-DRIVEN

### Message from the President

Greetings and welcome to what I sincerely hope will be one of the most productive periods of your life—your years as a student at Clark Atlanta University. Our extended family of students, alumni, faculty and staff open our arms to you, as you become an heir to our proud legacy of excellence and achievement.

I commend you on your outstanding decision to obtain your degree from Clark Atlanta. We are working to make the University Student-Centered and Quality-Driven. You will find our academic programs are first-rate and our faculty is committed to uncompromising standards of excellence. Our institution is fully accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) and our programs in Business Administration, Education, Library and Information Studies, and Social Work are all professionally accredited. A recently-constructed state-of-the-art classroom building, the Carl and Mary Ware Academic Center (see inside cover), is a beacon, both symbolically and substantively, of our commitment to high quality and technologically sophisticated teaching and learning.

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 an inescapable mandate 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 enlightenment and a life of distinction. As President, I invite you into the venerable order of Clark Atlanta University’s matriculating students and distinguished 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.

Sincerely,

Walter D. Broadnax  
*President*

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**CLARK ATLANTA UNIVERSITY  
ACADEMIC CALENDAR  
2004-2005**

*\*Please note that dates are subject to change.*

**August 2004**

- 1 ENROLLMENT DEADLINE for FALL 2004 (All Students)
- 2 First Registration Cancellation for Non-enrollment
- 2-27 Late Registration (Late Fees Apply)
- 21 Residence Halls Open-Returning Students at Noon
- 25 Classes Begin
- 25-27 Add/Drop Period
- 27 Last Day to Register, Enroll, Add/Drop Classes FALL 2004
- 27 Final Registration Cancellation of Classes for Non-enrollment
- 27 Last Day to Cross-register (AUC Only)
- 31 Withdrawal Period Begins

**September**

- 6 Labor Day (Holiday)
- 13 Deadline for Submitting Spring 2005 Class Schedules to University Registrar
- 13-17 Graduation Application and Clearance by Departments 2004-05
- 25 Graduate Foreign Language Reading Exam
- 27 Theses/Dissertations Deadline for Submission of to Department Chairs

**October**

- 1 Admissions Priority Deadline – Spring 2005
- 13-15 Mid-semester Examinations
- 25 Last Day for Submission of Theses/Dissertations to School Deans (12/04)
- 25-29 Academic Advisement for Spring 2005 Registration
- 29 Deadline for Submitting of Graduation Applications to University Registrar for December 2004 and May 2005

**November**

- 5 Last Day to Withdraw from Class (Grade of “W”) (Forms must be in the Registrar’s Office by 5:00 p.m.)
- 8-12 Advisement Period
- 15 Registration Opens for Spring 2005 (ends January 9, 2005)
- 25-26 Thanksgiving Holidays – Begin at end of scheduled activities
- 27 Last Day for Filing Approved Theses/Dissertations with Graduate Dean (12/04)
- 29 Classes Resume at 8:00 a.m.

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**December**

- 2-3 Reading Period
- 3 Senior Exit Exam for December Graduates
- 5 ARCHE Cross-registration Deadline Spring 2005
- 6-10 Final Examinations
- 10 Deadline for Submitting Graduation Applications to University Registrar for July 2005
- 10 Semester Ends
- 11 Residence Halls Close at Noon
- 13 Grades Due in the Registrar’s Office via the Web
- 15 Late Registration Spring (Late Fees Apply)

**January 2005**

- 1 New Year’s Day (Holiday)
- 8 Residence Halls Open – All Students at Noon
- 10-14 Late Registration (Late Fees Apply)
- 11 1st Registration Cancellation due to Non-enrollment
- 12 Classes Begin
- 12-14 Drop/Add Period (Including AUC Cross-registration)
- 14 Last Day for Registration and Enrollment
- 14 Final Registration Cancellation for Non-enrollment
- 17 Martin Luther King, Jr. Birthday (Holiday)
- 18 Course Withdrawal Period Begins
- 29 Graduate Foreign Language Reading Examination
- 31 Theses/Dissertations Deadline for Submission to Department Chairs (5/05)

**February**

- 19 Undergraduate Foreign Language Placement Exam
- 23-25 Mid-semester Examinations
- 28 Deadline for Submission of Theses/Dissertations to School Deans (5/05)

**March**

- 1 Admissions Priority Deadline Fall 2005
- 1 Financial Aid Application PRIORITY Deadline – Fall 2005
- 1 Financial Aid Application Deadline – Summer 2005
- 7-13 Spring Break (No Classes)
- 14 Classes Resume
- 14-18 Founders Week
- 25 Good Friday (Holiday)
- 27 Last Day to Withdraw from Class (Grade of “W”) (Forms must be in the Registrar’s Office by 5:00 p.m.)
- 28 Last Day for Filing Approved Theses/Dissertations with Graduate Dean (5/05)

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**April**

- 1 Graduate Admissions Deadline – Fall/Summer 2005
- 4-8 Academic Advisement – Fall/Summer 2005
- 11 Registration Opens – Fall/Summer 2005
- 28-29 Reading Period
- 28-29 Senior Final Exams
- 28 Web Grading Opens
- 30 Senior Exit Examination

**May**

- 2 Graduate Student Grades Due via the Web
- 2-6 Final Examinations for All Graduating Students
- 7 Residence Hall Close at Noon
- 9 ALL Final Grades Due to University Registrar via the Web
- 13 Commencement Rehearsal
- 15 Baccalaureate Service\*\*
- 16 Commencement Exercises\*\*
- 30 Memorial Day (Holiday)
- 31 Theses/Dissertations Deadline for Submission to Department Chairs (7/05)

**June**

- 1-8 Late Registration – Summer 2005 (Late Fees Apply)\*\*
- 6 Classes Begin – Summer Session \*\*
- 8 Last Day to Register and Enroll \*\*
- 20 Last Day for Filing Approved Theses/Dissertations with Graduate Dean (Summer 05)
- 20 Last Day for Filing Doctoral Candidacy for 12/05
- 25 Graduate Foreign Language Reading Examination
- 28 Theses/Dissertations Deadline for Submission to School Deans (7/05)

**July**

- 4 Independence Day (Holiday)
- 18 Theses/Dissertations Deadline for Submission to Graduate Dean (7/05)
- 22 Last Day of Classes
- 25-29 Final Examinations

**August**

- 1 Final Grades for Summer Session Due via Web to Registrar

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**ACADEMIC CALENDAR 2005-2006****August 2005**

- 1 **Enrollment Deadline Fall 2005 – All Students**  
(New and Returning)
- 2 First Cancellation of Classes for Non-enrollment
- 20 Residence Halls Open (Returning Students) at Noon
- 2-23 Late Registration Begins for Fall 2005 (Late Fees Apply)
- 22-26 Drop/Add Period (AUC Cross-registration)
- 24 Classes Begin
- 26 Registration Ends
- 26 Enrollment Ends (Fee Payment)
- 26 Last Day to Cross Register for AUC Courses
- 26 Final Cancellation of Classes for Non-enrollment
- 29 Withdrawal Period Begins

**September**

- 5 Labor Day (Holiday)
- 9 Deadline for Submission of Spring 2006 Schedule to Registrar
- 16 Deadline for Submitting December Graduation Applications (Undergraduates and Graduates)
- 26 Deadline for Submission of Theses/Dissertations to Major Departments (12/05)
- 30 Deadline for Submitting May Graduation Applications (Undergraduates Only)

**October**

- 1 Deadline for Submitting Spring 2006 Admissions Application
- 12-14 Mid-semester Examinations
- 31 Deadline for Submission of Theses/Dissertations to School Deans (12/05)

**November**

- 1 Spring 2006 Financial Aid Application Deadline
- 4 Last Day to Withdraw from a Course (Grade of “W”)
- 7-11 Academic Advisement for Spring 2006 Term
- 14 Registration Opens for Spring 2006
- 24-25 Thanksgiving (Holiday)
- 28 Classes Resume
- 28 Deadline for Filing Approved Theses/Dissertations with Graduate Dean (12/05)

**December**

- 1-2 Reading Period
- 3 Senior Exit Exam for December Graduates

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**December**

- 5 Web Grading Opens
- 5-9 Final Examinations
- 9 Semester Ends
- 10 Residence Halls Close at Noon
- 12 Deadline for May 2006 Graduation Applications (Graduates Only)
- 12 Deadline for Summer 2006 Graduation Applications (Undergraduates and Graduates)
- 12 Final Grades Due to Registrar via the Web
- 16 Web Grading Closes

**January 2006**

- 1 New Year's Day (Holiday)
- 7 Residence Halls Open (All Students) at noon
- 9-13 Late Registration and Enrollment (Late Fee Applies)
- 10 First Cancellation of Classes for Non-enrollment
- 11 Classes Begin
- 13 Final Cancellation of Classes
- 9-13 Drop/Add Period
- 13 Last Day to Drop/Add Classes
- 13 Last Day to Cross Register – AUC Only
- 16 Martin Luther King, Jr. Birthday (Holiday)
- 17-3/24 Withdrawal Period
- 26 Graduate Foreign Language Reading Examination
- 30 Deadline for Submission of Theses/Dissertations to Major Departments (05/06)

**February**

- 1 Deadline for submission of Summer/Fall 2006 Schedule to Registrar
- 22-24 Midsemester Examinations
- 27 Deadline for Filing Approved Theses/Dissertations with School Deans

**March**

- 1 Admissions (Undergraduate) Deadline for Fall 2006
- 6-10 Spring Break
- 13-17 Founders Week
- 24 Last Day to Withdraw from a Class with a Grade of "W"
- 27 Deadline for Filing Approved Theses/Dissertations with Graduate Dean

**April**

- 1 Graduate Admissions Deadline – Fall/Summer 2006
- 1 Financial Aid Application PRIORITY Deadline – Fall 2006
- 1 Financial Aid Application Deadline – Summer 2006

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- 3-7 Academic Advisement for Registration for Summer/Fall 2006
  - 10 Registration Opens for Summer 2006
  - 10 Registration Opens for Fall 2006
  - 14 Good Friday (Holiday)
  - 22 Senior Exit Examination
  - 27-28 Senior Final Exams
  - 27-28 Reading Period

**May**

- 1 Graduate Students, Grades due via Web to Registrar's Office
- 1-5 Final Examinations
- 5 Semester Ends
- 6 Residence Halls Close at Noon
- 8 Final Grades due via the Web to Registrar's Office
- TBA Commencement Rehearsal
- TBA Baccalaureate Service
- TBA Commencement Exercises
- 26 Summer School Application Deadline (Non-CAU Students)
- 29 Memorial Day (Holiday)
- 30 Deadline for Submission of Theses/Dissertations to Major Departments Summer 2006
- 30-6/2 Late Registration for Summer 2006 (Late Fees Apply)
- 11 Last Day to Withdraw from Classes with a Grade of "W"
- 21-25 Final Examinations
- 22 Semester Ends
- 27 Final Grades Due to University Registrar

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## 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. President Cole served Atlanta University as Provost and Vice President for Academic Affairs, and as Professor and Chairperson of the Department of Chemistry.

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 two Boards for ratification. The report recommended that the two schools be consolidated into a single institution. On June 24, 1988, the Boards of both Clark College and Atlanta University 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 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

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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 the 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 Summerhill 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 of 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 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 Broadnax became the second President of Clark Atlanta University on August 1, 2002.

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## 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, and 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

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## MISSION STATEMENT

The mission of Clark Atlanta University is to provide a quality undergraduate, graduate and professional education to a student body that is predominantly 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.

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## VISION STATEMENT

Consistent with our heritage and commitment to excellence, Clark Atlanta University (CAU) offers an education that fosters a global perspective, critical 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.

## 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	Departments	Degrees/Majors
<b>School of Arts and Sciences</b>	African-American Studies/ Africana Women's Studies	M.A., African-American Studies M.A., Africana Women's Studies D.A.H., Concentration in African-American Studies D.A.H., Concentration in Africana Women's Studies
	Biology	M.S., Ph.D., Biology
	Chemistry	M.S., Ph.D., Chemistry M.S., Industrial Chemistry
	Computer and Information Science	M.S., Computer Science Ph.D., Systems Science, Concentration in Computer Science <sup>1</sup>
	English	M.A., English D.A.H., Concentration in English
	Engineering	Ph.D., Systems Science, Concentration in Engineering <sup>1</sup>
	Foreign Languages	M.A., French M.A., Spanish D.A.H., Concentration in Romance Languages
	History	M.A., History D.A.H., Concentration in History
	International Affairs and Development	M.I.A.D., Ph.D., International Affairs <sup>1</sup>
	Mathematical Sciences	M.S., Mathematics Ph.D., Systems Science, Concentration in Mathematics <sup>1</sup>
	Physics	M.S., Physics Ph.D., Systems Science, Concentration in Physics <sup>1</sup>

Schools	Departments	Degrees/Majors	
	Political Science	M.A., Ph.D., Political Science	
	Public Administration	M.P.A.	
	Sociology and Criminal Justice Administration	M.A., Criminal Justice M.A., Sociology	
	<b>School of Business Administration</b>	Accounting	M.A., Accounting
	Decision Sciences/Information Systems	M.B.A.	
	Economics	M.A., Economics	
	Finance	M.B.A.	
	Management	M.B.A.	
	Marketing	M.B.A.	
<b>School of Education</b>	Curriculum	M.A., Early Childhood Education <sup>1</sup> M.A., M.A.T., Middle Grades Education <sup>1</sup> M.A., Secondary Education <sup>1</sup> M.A.T., Secondary Education	
	Educational Leadership	M.A., Ed.S., Ed.D., Educational Leadership	
	Counseling, Exceptional Education and Psychological Studies	M.A., School Counseling M.A., Community Counseling M.A., Interrelated Special Education	
<b>School of Library and Information Studies</b>	Library Service	M.S.L.S., S.L.S. <sup>2</sup>	
<b>Whitney M. Young, Jr. School of Social Work</b>	Clinical Social Work	M.S.W.	
	Social Work Planning and Administration and Social Science	Ph.D., Social Work	

<sup>1</sup>Denotes programs which are scheduled to be phased-out by May 2007.

<sup>2</sup>Denotes programs which were phased-out May 2005.

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## GRADUATE ADMISSIONS

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 website at [www.cau.edu](http://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
- 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., M.S.L.S., S.L.S. 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.

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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.

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## **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.

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Visa: A visa to enter the United States as a nonimmigrant is a stamp or label 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 States 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.

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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.

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## REGISTRATION

A new student should not present him/herself for registration without having 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:

1. To become familiar with the University Calendar appearing in the Catalog and a number of other media throughout the University. Familiarity with the Calendar facilitates adherence to the registration process, which helps to assure that a student's name will be entered on the correct class rolls.
2. To complete registration according to regulations. Academic credits may not be earned unless the student is officially registered for classes using the student Web Registration process.
3. 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 or be 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

1. 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 Web Registration process to register for all classes.
2. 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 University Calendar. If not completed by the designated date, course registration will be cancelled by the University, and the student will not be considered as currently enrolled.

3. Students will have the opportunity to add and drop courses, using the Web Registration process at the beginning of each term during the specified dates. The last day for Add/Drop is specified in the University's 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.
4. 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. The dropping and adding of courses must be done using the Web Registration system.

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 CAU 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. A final grade of "W" is assigned for all courses when students withdraw from the University.

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## CROSS-REGISTRATION

Cross-registration at the Atlanta University Center (AUC). Graduate students of CAU may cross register for courses at Morehouse School of Medicine. All students wanting to cross register must pickup 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 CAU. 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. CAU has the right to deny cross-registration to any student based upon the rules and regulations governing registration and enrollment at CAU.

A CAU student may cross register at a participating ARCHE school. The CAU 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. CAU 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

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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 received
- j. most recent previous educational institution attended
- k. honors, awards 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 five (5) working days after the close of the official registration period. All other information is considered confidential and may be released only under specific conditions. A full copy of the University's policy may be obtained in the Office of the University Registrar.

**Telephone Requests.** In response to telephone requests, the University releases only students' enrollment status and previously published directory data. If callers require additional data, students must provide written authorization for release of such information. A copy of each authorization will be filed in the student's permanent record.

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**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 studying 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 University's secured Web site. 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. According to the FERPA act, 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 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

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**\*\*Effective March 15, 2004, currently enrolled students may request and pay for transcripts online using the secured website. Students who are not currently enrolled must submit a written request via the mail or in person. Fax and/or 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. Notice of financial holds will be given to students upon application for 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. Address changes must be submitted in writing and only the student may 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.

The Office of the University Registrar assists all veterans, spouses of veterans, and their dependents with the certification of educational benefits. Services are available on a self-referral basis. Veterans Services include:

- Montgomery G.I. Bill (active duty, Chapter 20)
- Montgomery G.I. Bill (selected reserved, Chapter 106)
- Survivors and Dependents Educational Assistance (Chapter 35)
- Restored Entitlement Program for Survivors (REPS)
- Educational Assistance Test Program (Section 903)
- Educational Assistance Pilot Program (Section 903)
- Post Vietnam Era Educational Assistance (VEAP)

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## 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 to verify that all eligible aid is applied to your account.
- Check your campus Pipeline account daily. Important information about your financial aid may be posted.
- 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. The FAFSA may be obtained from most high school counselors' offices and most college financial aid offices. Students may also obtain a FAFSA from the Financial Aid Office at Clark Atlanta University campus. Students who have access to the Internet should complete the FAFSA on the Web at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Students who received federal financial aid in the previous school year may receive a Renewal Application. The Renewal Application may also be completed on the Internet. We strongly recommend that students apply using the Internet.

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 use the paper application, mail the completed application to the Central Processor. Use the envelope attached to the application. If you apply on the Internet, remember to print and mail the signature page.

- b. Review SAR for Accuracy. If you applied on the Internet, you should receive a Student Aid Report (SAR) in about 10 days. If you mail the paper application, you should receive a Student Aid Report in 2 to 3 weeks after you mail your FAFSA to the processor. Review your SAR to make sure the information is correct. If the information is incorrect, make the corrections 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.
- c. 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

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complete a Verification Worksheet that you can obtain 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 mailed or transmitted by March 1. All other documents should be completed and submitted to the Financial Aid Office by April 1, regardless of the semester that 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 (Pell Grant, SEOG, loans, scholarships, HOPE, 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, students 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 their degree.
- Not owe a refund on any federal grant, and must not be in default on any student loan previously received unless they 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.
- Have not 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.

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**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.

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**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 has earned all C's 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 two 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 either dependent or independent. Again, these guidelines were established by Congress. For the 2004-2005 award year, students are considered an independent student for federal and state programs if they meet one of the following criteria:

- Were born before January 1, 1980;
- Are a veteran of the U.S. Armed Forces;

- Are an orphan or ward of the court;
- Have a legal dependent other than spouse for whom they provide over half their support;
- Will be enrolled in a graduate or professional educational program for the 2004-2005 academic year;
- Are married at the time the FAFSA is completed.

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#### **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, dependency status, 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.

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## 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 during the year. Adjustments to the student's award may occur up to two weeks after the drop/add period for the semester in which the hours are affected. 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 parent and student 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 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.

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## 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 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. 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.

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## **Federal**

### **• Federal Pell Grant**

Undergraduate students, first baccalaureate degree only: Eligibility for Pell Grant is based upon the federal eligibility formula. Once the FAFSA has been processed, the student will receive a Student Aid Report (SAR). He/she should verify that Clark Atlanta University (school code 001559) is listed in the school section. This is his/her indication that CAU has received the ISIR and can determine his/her eligibility for financial aid. The student should review the SAR for accuracy and follow any instructions. The amount of Federal Pell Grant may range from \$0 to \$4,500, per academic year, subject to Congressional appropriations, and the student's enrollment status.

### **• Federal Supplemental Educational Opportunity Grant (SEOG)**

Undergraduate students, first baccalaureate degree only: FSEOG is awarded to on-time filers with Pell Grant eligibility. Funds are limited. The FAFSA is the application used to determine eligibility.

## **State**

### **• Georgia Tuition Equalization Grant (GTEG)**

Undergraduate only. These grants are for Georgia residents as defined by the State agency and are not based on need. Any Georgia resident who is regularly enrolled full time is eligible to receive the GTEG and must apply by completing the Georgia Grant Application in order to receive the grant. GTEG awards will reduce other full-tuition awards the student receives (i.e., tuition discounts or waivers, academic scholarships, etc.). Applications are available in the Office of Student Financial Aid and must be submitted by the deadline that is established by the State. The GTEG credit will appear on the student's account after the Office of Financial Aid has certified his/her GTEG eligibility.

### **• Helping Outstanding Pupils Educationally (HOPE)**

Undergraduates only. In addition to the criteria for GTEG, students must have and maintain a 3.0 cumulative grade point average. Eligibility and the amount of the award is determined by the state.

### **• Governor's Scholars**

For undergraduate Georgia residents, scholars are selected by the Georgia Student Finance Authority. Students must submit applications to the State Agency. Note: Students from states outside of Georgia should contact the appropriate state agencies for information concerning state grant awards and eligibility requirements.

## **University Grants and Scholarships**

Clark Atlanta University grants and scholarships for undergraduates are awarded through the Office of Undergraduate Academic Services. Interested applicants must complete a FAFSA and contact the Office of Undergraduate Academic Services at 404-880-8000 ext. 8186.

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## **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 undergraduate and 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.

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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 undergraduates. 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 undergraduate and 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.

#### • **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 PLUS Loan**

A PLUS loan is a loan made to credit-worthy parents of eligible dependent undergraduate students. Although the University requires the student to file a FAFSA, PLUS loans are not based on need and may be used to replace the

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expected family contribution if the student also receives need-based financial aid. The student should contact the Office of Financial Aid for application information.

**Note:** If a parent is denied the PLUS Loan, the dependent student can apply for an Unsubsidized Stafford Loan provided the parent submits a copy of the denial notice to the Office of Financial Aid. The amount of Unsubsidized Stafford may be significantly less than the amount a parent could borrow from the PLUS loan. The student should contact the Financial Aid Office for details and loan limits.

### **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 Supplement Educational Opportunity Grant (SEOG)
- Federal Plus Loan (pending receipt of funds from your lender)
- Federal Perkins Loan\*\*
- Georgia Tuition Equalization Grant (GTEG) and HOPE Scholarships\*\*\*
- CAU Tuition Waiver/Scholarship
- Stafford Loans (If lender is one of the following: Chase or EdSouth)

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.

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\*\* 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.

\*\*\*These awards are based on expected eligibility. The State agency must approve all awards and send funds to CAU. Awards will be removed if funds are not received from the state.

**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.

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## 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 include:

- Federal Stafford Subsidized and Unsubsidized Loans,
- Federal PLUS Loans,
- Federal Perkins Loans,
- Federal Pell Grants, and
- Federal Supplemental Educational Opportunity Grants (SEOG).

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.

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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 PLUS Loan
- Federal Perkins Loan Program
- Federal Pell Grant Program
- Federal Supplemental Educational Opportunity Grant
- 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 non-enrollment. 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**

<b>March 1</b>	Priority Deadline to submit FAFSA to the processor
<b>April 1</b>	All documents due in the Financial Aid Office for priority treatment
<b>May 1</b>	Online Award Notifications available
<b>April 15</b>	All documents must be in the Financial Aid Office for students applying for financial aid to attend Summer School.
<b>June 15</b>	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.

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## **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.

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## **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 experiences 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 post-graduation 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, 10:00a.m. - 8:00p.m. and Saturdays, 10:00a.m. - 6:00p.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 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

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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 and 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.

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### **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 the clubs and organizations 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 wide 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.

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## 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 and 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 staff advisor and is supervised by the deans and the Panhellenic Council. No fraternities or sororities maintain residence facilities.

## RESIDENCE LIFE (STUDENT HOUSING)

Students should request housing applications as soon as they are accepted for admission to the University. With the request they must also send a matriculation fee of \$625.00 in a money order or cashier's check made payable to Clark Atlanta University. Please send fees to Admissions Office, Clark Atlanta University, Atlanta, Georgia 30314. When the University receives the request and fee, and if space is available, the applicant receives an assignment from the Department of Residence Life. To students who signed a contract and fail to enroll, and an assignment has been made, the fees are not refundable. Students must complete the financial enrollment process by August 1 to take occupancy of their assigned room. If the student fails to complete the financial enrollment process by August 1, the housing contract may be void and the room assigned to another individual.

Linen. Each student living in the University residence halls is required to furnish sheets (single), pillowcases, blankets, bedspreads and towels to meet his or her needs.

## Security Deposit

Each student must make a security deposit of \$150.00 to guarantee and cover damage to the residence hall property. The damage deposit is included in the matriculation fee. This deposit may be refundable at the end of the school year, or prior to that time if the student withdraws from the University with no damages and no balance due to the University.

## 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.

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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 non-emergency 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. - 12:00 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. - 12:00 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.

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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 to the 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 terminates at the close of the school term.

### Dining Services

We kick off each semester with a delicious menu of dining options that will help to make your academic experience even more enjoyable. We have designed facilities to accommodate all of 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.

In addition to providing a student and retail dining program, the CAU Dining Services also provides an impressive Catering Department. From the simple to the elaborate, a full range of catering services is available to students and campus organizations.

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If you would like to earn extra income while attending CAU, a job with CAU Dining Services may be just what you are looking for! Flexible hours, competitive wages, and benefits of working close to "home" are just a few perks. Interested applicants should contact the dining services office for details.

We pride ourselves on bringing you a variety of great tasting foods that are convenient and delivered with unsurpassed service. We look forward to serving you!

### 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

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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.

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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.

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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.

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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 AND SUPPORT**

Academic Services provides support to the University's 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, continuing education and the Summer School.

#### **ROBERT W. WOODRUFF LIBRARY**

The Robert W. Woodruff Library of the Atlanta University Center serves the historically black institutions of Clark Atlanta University, Interdenominational Theological Center, Morehouse College, and Spelman College.

The Robert W. Woodruff Library, built in 1982, is approximately 220,000 square feet on three levels. It seats approximately 1,500 readers, including 136 closed carrels for research and intensive study by faculty and graduate students, 468 open study carrels, and facilities for the disabled. The Virginia Lacy Jones Exhibition Hall seats approximately 500 for special events.

The Library has a staff of 21 FTE librarians and 64 FTE support staff. Librarians offer an active program in orientation and instruction and work closely with faculty to develop print and electronic collections. Holdings include 374,968 volumes, 54,038 bound periodicals and a growing number of electronic resources.

The Library's electronic resources are accessible in the Library on 250 public workstations and are also accessible remotely. The Archives and Special Collections Department is noted for its extensive holdings of materials on the

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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.

The Library 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.

The Woodruff Library provides access to materials for teaching, study and research shelved in the Library and to an increasing array of electronic information. The Library has a well-developed computer telecommunications infrastructure that allows the library staff and users to obtain information electronically.

### **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."

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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.

A portion of the collections is displayed regularly in the Catherine Waddell Gallery of Trevor Arnett Hall. The gallery and many works in the collection are the gift of Mr. Waddell.

### **THE INSTRUCTIONAL MEDIA CENTER**

The Instructional Media Center, housed in Trevor Arnett Hall, provides audio-visual services for CAU faculty, staff and students. Services include provision of educational media resources (software and hardware) materials for design, production, presentation and instructional applications; Audio Visual training; workshops; consultation; previewing of media materials; and video documentations.

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## CONTINUING EDUCATION

Continuing education at Clark Atlanta University offers an opportunity for persons to continue or resume their educational interests on a full- or part-time basis in a variety of credit and noncredit areas. These activities include short courses, seminars, conferences, and workshops, many of which carry academic credit or Continuing Education Units (CEU's).

## 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 wide variety of disciplines including business, earth sciences, epidemiology, engineering, physics, pharmacology, ocean sciences, biomedical sciences, nuclear chemistry, and mathematics. Appointment and program length range from one month to four years. Many of these programs are especially designed to increase the number of underrepresented minority students pursuing degrees in science- and engineering-related disciplines. A comprehensive listing of these programs and other opportunities, their disciplines, and details on locations and benefits can be found in the ORISE Catalog of Education and Training Programs, which is available at <http://www.orau.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.orau.org>)

## 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.

### Center for Materials Research

This center is engaged in applied and basic research consistent with national needs and interests. It conducts theoretical and experimental studies of structure and mechanical and physical properties of materials, especially the syntheses and characterization of polymers with unusual and novel properties.

### Center for Computational Science

Researchers in this center are engaged in (1) the application of numerical functional analysis in applied and basic research to solve cases of deterministic and random operator equations, (2) the formulation of mathematical models, and (3) the

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analysis of problems that arise in the physical, biological, and social sciences and engineering.

#### **Biotechnology Research Center**

This center is engaged in studies of carcinogenesis as provoked by industrial and agricultural agents; cellular, molecular and genetic dimensions of normal development/function of the immune system; plant responses to environmental insults as revealed through adaptive stress systems; and genetic engineering (molecular cloning and host-specific expression) of selective genes of a range of organisms. Current studies involve molecular dissection of DNA-specific control sites, gene dosage responses, and biotechnical methodologies focusing on restriction enzymes, host-plasmid adaption in vitro site-specific mutagenesis and altered host expression of foreign genes (i.e., nitrogen fixation genes).

#### **Center for Basic and Applied Energy Research**

This center provides multidisciplinary studies of fusion processes, bio-solar production of hydrogen gas, production of fuels and valuable chemicals, catalysts for fuel cells, hazardous waste research, biological testing of low-level radioactive wastes, and energy policy research.

#### **Institute for Community Development (ICD)**

The programs of the Institute for Community Development focus on community leadership development and training, social services policy analysis, housing, and community and family issues related to the practice of social work.

#### **Alcohol and Drug Abuse Program**

The goals of this program are to provide students with a well-rounded social work education in either of two specialty tracks: (1) clinical practice, and (2) policy, planning and administration, which provides a specialization in alcoholism and drug abuse. This program has published *Alcoholism and Blacks*, which has been widely disseminated.

#### **Community Mental Health Program**

This program was established for the purpose of enhancing the educational opportunities and experiences of students in community mental health. The program expands the mental health component of the School of Social Work generic curriculum by making special mental health resources available to the School of Social Work faculty and students.

#### **Demonstration Program in Child Abuse**

This program concentrates its demonstration prevention efforts in the central city of Atlanta and more specifically in the three central city census tracts predominantly populated by blacks and which have documented high incidence of child abuse and neglect. The overall goal of this project is to establish a community and minority group action program to prevent child abuse and neglect by focusing

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energy and effort in community information and referral services to family-supporting services and self-help programs.

#### **The Center on Aging**

The Center on Aging is a multidisciplinary nondegree-granting program. Among its offerings is a program in social gerontology, which offers a certificate for social service and health practitioners currently employed in the field of aging who wish to upgrade their understanding of aging and human development and their positions in the field. In addition, a concentration is available in social gerontology as a cognate for students majoring in traditional disciplinary or professional degree programs at the University.

#### **Institute for Criminal Justice (ICJ)**

Major goals of the institute are (1) to increase knowledge about minorities in the criminal justice system, (2) to expand the number of qualified black professionals employed in the criminal justice system of the United States, and (3) to contribute to the continued growth and development of criminal justice practitioners through training programs, seminars, and workshops for in-service personnel.

The research capacity of the institute is one of the most significant parts of the program. Its national and regional research efforts include:

- 1) a computerized clearinghouse for the collection, storage, and dissemination of data relevant to crime, criminals, and the criminal justice system, with emphasis on data regarding minorities;
- 2) extensive needs assessments to determine areas that are lacking in service, areas in which further research should be conducted and the direction such research should take;
- 3) projects that have impact upon crime, victims, or employment within the criminal justice system. Current research projects include "Race and Crime" and "Black Ex-Offenders in the Labor Market."

The public service component of the institute responds to the needs of local and state criminal justice agencies and to the community at large. Current activities include programs designed to improve community organization against crime, improve services to assist victims and witnesses, and increase use of better trained city police officers.

An advisory committee which assists with planning and designing programs to fill identified community needs includes representatives from twenty-six (26) public (city, county, and state) and private organizations in such areas as law

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enforcement, courts, corrections, probation and parole, private industry, and community organizations.

#### **Center for International Business**

In response to the widespread interest in international trade and its vast potential for small business, the Center for International Business was founded at the School of Business Administration. Through classroom instruction, research, and community service activities the program provides assistance to small business to expand opportunities and develop export capabilities, and education to enable students and faculty to heighten their awareness of the importance of the international business sector. The instructional program is management oriented and offers a multidisciplinary seminar. International finance, marketing, and general management aspects of corporate business and industry are stressed.

The research program initiates projects to enhance international business and industrial management. Students participate with faculty and consultants from business as well as academic communities. The community service activities are informational in nature and include major seminars, minicourses, directories, and referral service.

#### **The Comprehensive In-Service Training Project (CIT)**

This is a demonstration project funded by the Bureau of the Education of the Handicapped (BEH) for the University. CIT and the Atlanta Public Schools work cooperatively to expand the skills of regular classroom personnel and paraprofessionals in working with handicapped children. Preparation of parents to work effectively in the home and classroom settings is also emphasized.

#### **The Center for Career Development (CCD)**

The Center for Career Development, housed in the School of Business Administration, is a resource center devoted to furthering the career development of minorities in management. Its research and training activities focus on issues facing minorities in various career stages, ranging from the beginning undergraduate to the experienced manager.

#### **The Southern Center for Studies in Public Policy**

The Southern Center for Studies in Public Policy (SCSPP) was created in 1968 as a research, training, teaching and community outreach organization to enable the University to more effectively provide needed services to minority and low-income communities. It has served as a mechanism by which faculty and students may develop competence in the formulation, assessment and implementation of public policies which impact persons of low income and persons of color in the South. Its many research, evaluation and technical assistance projects have been in employment and training, housing, leadership skills development, human services planning, rural, political and economic development program evaluation, and transportation. The SCSPP combined with the Voter Education Project to establish the Georgia Service Center for Elected Officials to provide

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research and technical assistance to newly elected black officials in Georgia. It also assisted in the formation of the Georgia Association of Black Elected Officials (GABEO) and published a biannual technical assistance manual, The Georgia Guide for Elected Officials. It publishes the annual Georgia Legislative Review, an analysis of the Georgia General Assembly's activities on issues of particular interest to minorities and low-income Georgians. The Center also provides assistance to leaders of community-based organizations through research and workshops on a variety of public policies and providing student interns.

#### **Center for Theoretical Studies of Physical Systems (CTSPS)**

The CTSPS is a consolidating and expanding of research capabilities in physics by conducting research through interdisciplinary clusters. Led by principal investigators or group leaders, each cluster involves researchers who are members of other clusters as well as visiting scientists, research associates, graduate, undergraduate and high school students. The CTSPS has two parallel outreach programs which involve students. The first exposes high school students to college-level experiments in physics and the rudiments of calculus. The second is a summer program which teams high school students with University mentors to work on research projects. Here they are introduced to the whole spectrum of computer physics. Through an MIF grant, the Center has built a sophisticated computing facility at the University.

## **ACADEMIC STANDARDS AND REQUIREMENTS**

### **ACADEMIC STANDARDS**

#### **Full-Time Study**

Full-time study is defined as registration or completion of no less 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."

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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 thesis or dissertation consultation each semester inclusive of the summer term until the thesis or dissertation has received final approval. Students registered for less 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."

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Persons not enrolled in a degree program may be admitted to classes as auditors provided they submit the appropriate application, receive the written permission of the dean of the school and the department chair, 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 later 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 given 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 "C's" not offset by "A's" 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 of 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.

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#### 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.
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](http://www.cau.edu).
7. Application for the Degree—Admission and registration do 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’S 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.) and by the School of Library and Information Studies leading to the Specialist in Library Service (S.L.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’s 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’s 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.

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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 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.

## GENERAL REQUIREMENTS FOR THE DOCTORAL DEGREES

The doctoral degree is awarded for high quality of academic achievement. The mere fulfillment of quantitative requirements in terms of courses and hours and 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 forty-two (42) graduate semester hours of credit for the doctorate.
- 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.

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**4. Time Requirements:**

Doctoral candidates must complete all degree requirements within five (5) years from the end of the semester by which they have 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 pre-requisites 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.

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**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.

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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.

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## 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, the School of Library and Information Studies; 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, counseling and human development, international affairs and development, 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 counseling and human development, curriculum, educational leadership and exceptional student education is offered in the School of Education. The Specialist in Library Service degree is offered in the School of Library and Information Studies.

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## 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

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

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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 and Sciences.
- b. Each department designates the instrument specifically designed to determine whether a student has satisfactory communications skills. A copy of the instrument must be filed in the Dean's Office prior to the semester in which it is administered.

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## DIVISION OF HUMANITIES

**DEPARTMENT OF AFRICAN-AMERICAN STUDIES/AFRICANA  
Women's Studies  
McPheeters-Dennis Hall, Room 11  
Telephone: 404-880-8899/8153**

### African-American Studies

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

### **ADMISSION REQUIREMENTS**

The program admits graduates of fully accredited four-year colleges who meet the requirements of the School of Arts and Sciences, and who have completed an undergraduate major in a humanities, social science or a professional field

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which provides a discipline content compatible with the focus of the program. Applicants with less than a 3.00 grade point average in their undergraduate major may be admitted at the discretion of the Program Advisory Committee for one semester on probation, with specified requirements to be met.

#### **AFRICAN-AMERICAN STUDIES DEGREE REQUIREMENTS**

1. The successful completion of twenty-four (24) hours of course work with a 3.0 average or better, and Presentation of an acceptable thesis on an appropriate topic including an oral defense of the thesis. Students receive six (6) hours of credit upon successful completion of the thesis. The thesis topic must be approved by the student's major adviser/chair of the thesis committee and the remaining thesis committee members, consisting of the following:
  - a) a core of six credit hours of CAAS 501, and one course chosen from CENG 530, CHIS 680 or 681, CPSC 591, CPSC 598 or CPSC 600;
  - b) eighteen (18) 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. Students must successfully complete a writing assessment administered by the Center for Academic Achievement.
5. Residency: There is a one-year residence requirement for the Master of Arts degree.

#### **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

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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 post-independence styles and trends.

**CAAS 601: Directed Study.\* Fall, 2-3 credits**  
Readings and other research based on a corpus suited to the research needs and interests of the individual student.

**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. (May be repeated for credit.)

**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, 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).

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**CAAS 801: Thesis Consultation.\*** **Fall, 1 credit**

**CAAS 802: Thesis Consultation.\*** **Spring, 1 credit**

**CAAS 804: Thesis Research.\*** **Fall, Variable credits**

**CAAS 805: Thesis Research.\*** **Spring, Variable credits**

\* 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.

### **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 the chair of the department for one semester on probation, with specified requirements.

### **PROGRAMS OF STUDY**

The Africana Women's Studies program offers an interdisciplinary, interschool course of study leading to the Master of Arts 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.

### **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 the 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.

4. Final Examination: The candidate must pass a final examination which is the oral defense of the thesis.

5. Comprehensive examination. The student must pass an oral defense of a written exam in the major and minor field of study.

6. Residency: A one-year residency requirement for the Master of Arts degree must be satisfied.

7. Students must satisfactorily complete a writing assessment administered by the Center for Academic Achievement.

### **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.

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. An additional 12 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.

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## 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 (Identical to CPSC 543). 3 credits**

An in-depth analysis of the major schools of thought 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.

### **CAWS 501: Feminist Theory (Identical to CPSC 606). 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.

### **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 towards 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. This is a required course for all students in the AWS and IAD programs.

### **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.*

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### **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 on 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: CAWS 409 and CAWS 506.*

## Interdisciplinary Elective Courses:

### **CAWS 517: Women in Politics Seminar (Identical to CPCS 517). 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.

### **CAWS 537: The African Novel (or 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 (or CPSC 539). 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.

### **CAWS 540: Caribbean Women Writers. (Identical to ENG 592) 3 credits**

A study of the writings of Caribbean women writers, their topics, perspectives, and motivation for writing.

### **CAWS 542: Seminar on Comparative Politics (Identical to CPSC 542). 3 credits**

Designed for advanced students concentrating in Comparative Politics. Focus is on readings and research on selected topics and problems in comparative politics.

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**CAWS 549: Women in Contemporary Africana Fiction (or CENG 590). 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.

**CAWS 591: The Black Aesthetic 3 credits**  
Analysis of the concept of a black worldview 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**

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

**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 U.S. and abroad in a women's program, department, or project.

\* May be repeated for credit.

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

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**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 service role, the Department of English, in conjunction with the School of Education, African-American Studies and the Doctor of Arts in Humanities programs, prepares students with a concentration in English.

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

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

To provide opportunities for students to enhance their knowledge of literary masterpieces of English and American Literature;

1. 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;
2. To assist students in their development of analytical and critical skills;
3. To teach students the importance of the role of literature and language in their development of self and career;
4. To foster an understanding within students of the virtues of self-discipline, responsibility, leadership, and social justice;
5. 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

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sophomore level with an average of B or above. Occasionally, applicants are admitted with less than twenty-four (24) hours of B work, conditionally, for a probationary semester and with an individualized program formulated for them.

### **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 and Africana literatures, literary criticism and linguistics. The department also cooperates with the Curriculum Department of the School of Education to prepare students for the Master's of Education with a concentration in English. Students must enroll in the School of Education and divide their courses approximately equally between secondary education and English. The department cooperates with the African-American Studies and the Doctor of Arts in Humanities (D.A.H.) programs to prepare students who wish to concentrate in English for the M.A. degree in African-American Studies or the D.A.H. degree.

### **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 credit hour 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

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The Department of English/School of Education Cooperative Program  
Thirty-nine (39) semester credit hours are required; six (6) of which may be fulfilled by electives or by completing a six-credit-hour thesis. A minimum of fifteen (15) semester hours in professional education are required from the courses listed below:

CENG 512: American Literature I or equivalent  
CENG 513: American Literature II or equivalent  
CENG 580: Modern Linguistics

**Or**

CENG 581: History of the English Language  
CENG 500: History in the Secondary School  
CENG 502: Pro-Seminar  
CENG 522/544 or 561: (Major Authors)  
CENG 560: Literary Theory and Criticism  
CENG 561: Comparative Literature

### **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

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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 DESCRIPTIONS

**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.

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**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.**

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 debt to the literary environment and traditions in which their works occurred.

**CENG 520: Ideas and Forms in African-American Literature. 3 credits**

Surveys 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 relevant white poets, and critics, major black poets and critics and some minor black poets.

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**CENG 524: Comparative Black Literature (or CAAS 530).** 3 credits  
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.

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**CENG 548: Modern Drama.** 3 credits  
Survey of representatives 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. Prerequisite: ENG 580, 581, or permission of the instructor.

**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.

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**CENG 594: Southern Women Writers.** **3 credits**  
Examination of the texts and the tensions emerging from the literary experiences of women writing in the southern United States. Attention will be given to the 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 credit**

**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.

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### REQUIREMENTS FOR THE MASTER'S DEGREE

All degree applicants must complete the following requirements:

1. A minimum of twenty-four (24) 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 6 hours for M.A. Thesis
2. A reading knowledge of an additional foreign language (French or Spanish), demonstrated by:
  - a. Passing a University examination, or
  - b. Passing a one-semester graduate proficiency course in one of the two languages.
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 complete twenty-four (24) hours in the Humanities and Pedagogy core components (including all other requirements – as prescribed in the section titled Doctor of Arts in Humanities), as well as twenty-four (24) hours in Romance languages. 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 computer science, 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.

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**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 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 meeting 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.

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**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 "sicle 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 Chretien 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**

(Cross-referenced with CENG 640, and CSPA 640) Selected research problems comparing and contrasting traditions in Francophone, Afro-Hispanic and African-American literature.

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**CFRE 650: Applied Linguistics.** 3 credits  
An in-depth appreciation of the analysis of research in linguistics and its applicability to the teaching of foreign languages and procedures for adapting specific research methodologies.

**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 prepares graduate students for meeting 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.

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**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 audio-visual 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 Language.** 3-6 credits  
Intensive study of the most recently developed methods and techniques of foreign language instruction.

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**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: Galdos, The Generation of 1868 and Naturalism.** 3 credits  
Study of the works of Clarin, Valera, Alarcon, Pereda, Palacio Valdes, Pardo Bazan and Blasco Ibanez.

**CSPA 623: The Generation of 1898.** 3 credits  
Study of the novel, poetry, drama and essays of Ramon del Valle-Inclan, Antonio Azorin, Jacinto Benavente, Miguel de Unamuno, Pio 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 Cortazar, Gabriel Garcia Marquez 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  
(Cross-referenced with CENG 640 and CFRE 640) Selected research problems comparing and contrasting traditions in Francophone, Afro-Hispanic and African-American literature.

**CSPA 650: Applied Linguistics.** 3 credits  
An in-depth appreciation of the analysis of research in linguistics and its applicability to the teaching of foreign languages and procedures for adapting specific research methodologies.

**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.

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**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-Americans. Graduate students writing theses and dissertations are strongly encouraged to utilize the rich primary source collection in the archives of the University library. 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. In particular, it cooperates with the School of Education in the preparation of teachers of history for the public schools.

#### **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.

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## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN HISTORY

1. Completion of a minimum of twenty-four (24) course credit hours in history.
2. M.A. thesis of which 6 hours of credits are awarded.
3. Passing of 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.

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## 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.

**CHIS 564: The African-American in the United States Since 1877. 3 credits**  
A continuation of CHIS 563.

**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 the black woman.

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**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**

Explores themes in African history from the earliest times to the end of the 18th century.

**CHIS 681: History of Africa Since 1800. 3 credits**

Examination of the European conquest of Africa and the legacy of colonialism to Africa since independence and in an era of unprecedented economic crisis and political instability.

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

Explores in-depth selected aspects of African history from earliest time 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**

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**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)

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.

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5. The dissertation requirement will conform to the following statement 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.

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**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.

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## 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 for 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 year 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.

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### 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 of 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 of 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.

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**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 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 biochemistry. *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.**

Additional information is available in the Department of Biological Sciences Graduate Student Handbook.

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**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 the following 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)

For Biochemistry majors, required courses include:  
Advanced Biochemistry (CCHE 551 and CCHE 552)

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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 and 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

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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 be forwarded to the University, and must meet all other general admission requirements. Applicants that enter the program with a 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. Qualifying exams may include a series of cumulative exams in the field of specialization of the candidate. In this case, the candidate must pass six (6) exams. The other possibility for qualifying exams involves a one-day written exam administered by the division of specialization of the student. (See the Graduate Student Handbook in the section on Qualifying Exams for details.) Passing of the qualifying exams must be completed by the end of the third year for entrants with a B.S. degree or by the end of the second year for entrants with an M.S. degree.

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4. Presentation and oral defense of an independent research proposal by the end of the second year for persons entering with a B.S. degree and by the end of the third semester for persons entering with the M.S. degree.
  5. Passing an oral defense of the dissertation before the dissertation committee and 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 REQUIREMENTS ARE FOUND IN  
GRADUATE STUDENT HANDBOOK.

### COURSE DESCRIPTIONS

**CCHE 412: 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 is on the application of the instrumentation for chemical analysis. (This course is numbered 512 for graduate students). (Three [3] lecture hours and four [4] lab hours per week)

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

### **CCHE 431 AND 432: Advanced Organic Chemistry I and II. 4 credits each**

**CCHE 431: Advanced Organic Chemistry I.** 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. (Three [3] lecture hours and one [1] laboratory hour per week) *Prerequisites: CCHE 231 and 232.*

**CCHE 432: Methods of Structure Determination.** 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. (Three [3] lecture hours and one [1] laboratory hour per week) *Prerequisite: CCHE 431.*

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**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. (Three [3] lecture hours per week) *Prerequisites: CCHE 341 and 342.*

### **CCHE 451 and 452: Biochemistry.** **3 credits each**

**CCHE 451** (dual numbering with **CBIO 491**): Introduction to the structure and function of biological molecules, proteins, carbohydrates, lipids and nucleic acids. (Three [3] lecture hours per week) *Prerequisites: CCHE 231 and 232; CBIO 111 and 112.*

**CCHE 452** (dual numbering with **CBIO 492**): Basic metabolic pathways governing the function of cells and tissues (intermediary metabolism). Fundamentals of enzymatic catalysis, including kinetics and mechanism. (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)

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**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 of reactive intermediates, nucleophilic substitution and elimination reactions from 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)

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**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 551-552: Advanced Biochemistry I and II.** 3 credits each  
CHE 551: Advanced Biochemistry I. 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.** Bioenergetics of metabolic reactions, metabolism of carbohydrates, lipids, proteins, nucleotides, 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.

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**CCHE 571: Introduction to Polymer Chemistry.** 3 credits  
Synthesis, including radical and ionic polymerization and polycondensation 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)

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**CCHE 637: Advanced Topics in Organic Chemistry.** 3 credits  
In-depth 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, non-hydrodynamic 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)

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**CHE 674: Topics in Polymer Chemistry.** **3 credits**  
Course addresses current trends and topics of interest in polymer sciences. Topic may include polymerization mechanism, polymer blends and composites, polymer spectroscopy, engineering properties of polymer, chemistry of materials, 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 credit**

**CCHE 720: Research in Inorganic Chemistry.** **Variable credit**

**CCHE 730: Research in Organic Chemistry.** **Variable credit**

**CCHE 731: Research in Physical Biochemistry.** **Variable credit**

**CCHE 740: Research in Physical Chemistry.** **Variable credit**

**CCHE 750: Research in Biochemistry.** **Variable credit**

**CCHE 760: Research in Industrial Chemistry.** **Variable credit**

**CCHE 770: Research in Polymer Chemistry.** **Variable credit**

**CCHE 790: External Research.** **Variable credit**

**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 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

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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.

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## Requirements for the M.S. Degree in Computer Science

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

(a) Twelve (12) hours of graduate core courses (CCIS 672, CCIS 673, CCIS 674, 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 on its contents; and

(c) Fifteen (15) hours of concentration electives, including a graduate thesis (if applicable). Concentration electives are available in Computer Networks and Communications, Computer Organization, and Information Systems.

### The core concentrations are listed below:

Computer Networks & Communications	Computer Organization	Information Systems
CIS – 511 Data Communications	CIS – 521 Intro to Info Security	CIS – 503 Business Appli. Tools
CIS – 513 Local Area Networks	CIS – 671 Intro to Algorithms	CIS – 521 Intro to Info Security
CIS – 515 Wireless Networks	CIS – 675 Artificial Intelligence	CIS – 523 Human Comp Inter.
CIS – 519 Info-Assurance Tools	CIS – 683 Algo. Parallel Comp	CIS – 529 Web Design
CIS – 521 Intro to Info Security	CIS – 687 Intel Machines/ Robot	CIS – 582 Intro to Info Sys
CIS – 527 Distributed Systems	CIS – 701 Logic Circuit Design	CIS – 671 Intro to Algorithms
CIS – 671 Intro to Algorithms	CIS – 702 VLSI Design	SB – 5710 Organ. Behavior
CIS – 675 Artificial Intelligence	CIS – 703 Microprocessor Design	SB – 5711 Organizational Mgmt
CIS – 683 Algo Parallel Comp	CIS – 709 Signal Processing	

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## 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 Description

**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 511: Data Communications.** **3 credits**

Introduction to data communication techniques, data link control, multiplexing and communication networking. Prerequisites: CCIS 121, CCIS 227, CCIS 473.

**CCIS 513: Local Area Networks.** **3 credits**

Study of design and analysis techniques for local area networks. Topics include polling, random access and ring networks and medium access control protocols. Prerequisites: CCIS 121, CCIS 227, CCIS 473, CCIS 511.

**CCIS 515: Computer Networks.** **3 credits**

Study of computer network design and hardware/software considerations, including layered (OSI) and hierarchical (DOD) approaches. Prerequisites: CCIS 473, CCIS 511, CCIS 513.

**CCIS 519: Information Assurance Tools.** **3 credits**

Study of commercial off-the-shelf and research tools relevant to information assurance. Topics include: firewalls, password cracking, system administration tools, intrusion detection and prevention, and wireless security. Prerequisites: CCIS 473, CCIS 511, CCIS 513, CCIS 515.

**CCIS 521: Introduction to Information Security.** **3 credits**

Provides a comprehensive overview of the concepts relevant to information security. Concepts include development of security policy, malicious code, general purpose protection of resources, trusted systems, and cryptography. Prerequisites: CCIS 473, CCIS 474, CCIS 511, CCIS 513, CCIS 515, CCIS 519.

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**CCIS 523: Human-Computer Interface.** 3 credits  
Study of human factors involved in interaction with computers. Topics include terminal emulation, split-screen technology, menu-driven input, command-line processing and response-time considerations. *Prerequisite:* Consent of the department.

**CCIS 527: Distributed Systems.** 3 credits  
Study of design, implementation and management of distributed systems, including protocol issues above the network layer of the ISO hierarchy, naming, security, reliability, resource sharing and remote execution. *Prerequisites:* CCIS 473, CCIS 511, CCIS 513, and CCIS 515.

**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 123, 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 123, CCIS 200, CCIS 472.

**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 473.

**CCIS 574: Introduction to Database Systems.** 3 credits  
Study of basic concepts of data bases, query processing and other topics of interest. *Prerequisites:* CCIS 123, CCIS 474.

**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:* CCIS 123.

**CCIS 576: Programming Languages and Compilers.** 3 credits  
Overview of syntactic, semantic and pragmatic principles of programming. Parsing, translation and compiler construction. *Prerequisites:* CCIS 221, CCIS 123.

**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 471, CCIS 571.

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**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 472, 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. *Prerequisite:* CCIS 473, 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 474, 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 475, 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 476, CCIS 576.

**CCIS 681: Computability Theory.** 3 credits  
Introduction to computability theory including recursive function theory, Turing machines and self-modifying programs. *Prerequisites:* CCIS 1123, CCIS 471, 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 687: Intelligent Machines/Robotics.** 3 credits  
Cohesive study of intelligent machines involving computers, robots and sensor systems and experiments with robots and computers. *Prerequisite:* CCIS 675.

**CCIS 689: Knowledge-Based Systems.** 3 credits  
Study of expert systems development and rule-based programming. Topics include knowledge representation, utilization and acquisition. *Prerequisite:* CCIS 675.

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**CCIS 691: Software Engineering.** **3 credits**  
Study of the concept of software process as a framework for developing large software systems with emphasis on various management issues. Topics include alternative models for the software process. Prerequisite: CCIS 321 or graduate standing.

**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 472, 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 472, CCIS 572, CCIS 701, CCIS 702.

**CCIS 709: Signal Processing.** **3 credits**  
Study of digital signal theory, including modulation, sampling, coding and filtering. Topics include the application of digital signal processing to communications, process control and voice and image recognition. Prerequisite: consent of the department.

**CCIS 711: Image Processing.** **3 credits**  
Study of image-processing fundamentals; major topics include digitization and processing of gray scale images, and image compression, enhancement, restoration and segmentation. Prerequisites: CCIS 709 and CMAT 321.

**CCIS 725: Pattern Recognition.** **3 credits**  
Introduction to theory and application of decision-theoretic and syntactic methods of pattern recognition. Topics include deterministic and statistical algorithms, cluster seeking and automatic learning of decision functions and grammars. Prerequisite: CMAT 321.

**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.

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**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**  
Prerequisites: CCIS 672 and 673.

**CCIS 805: Research/Design Project in Data Base.** **3 credits**  
Prerequisite: CCIS 674.

**CCIS 807: Research/Design Project in Distributed Systems/Networking.** **3 credits**  
Prerequisite: consent of instructor.

**CCIS 809: Research/Design Project in Software Engineering.** **3 credits**  
Prerequisite: CCIS 691.

**CCIS 811: Research/Design Project in Artificial Intelligence.** **3 credits**  
Prerequisite: CCIS 675.

**CCIS 815: Research/Design Project in Information Systems.** **3 credits**  
Prerequisite: CCIS 521.

**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 Arts in Mathematics, Bachelor of Science in Mathematics, Master of Science in Mathematics, Master of Science in Applied Mathematics, and Master of Science in Teaching 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 the calculus. Students without such background may be admitted, but they are required to take appropriate courses to remove deficiencies.

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.

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## DEGREE PROGRAMS

The current degree programs are:

- Master of Science (M.S.) in Mathematics
- Master of Science (M.S.) in Applied Mathematics
- Master of Science in Teaching Mathematics (MST)
- Ph.D. in System Science

## 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 523-526:	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.

For information on the MST or Ph.D. degree in System Science consult the chair of the department. Advanced courses are selected in the area of interest of the student with departmental advisement.

## 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**  
Theory of Lebesgue measure and integration, Banach and Hilbert spaces, product measure and product integration.

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**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 covering the basic theory of groups, fields, rings and modules; advanced topics include Sylow theorems, 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.

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**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. Each requires a minimum of thirty (30) hours of course work.

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. In addition to the basic core courses, students are required to take at least three (3) hours of electives approved by the chair of the department. Certain courses offered by the Departments of Chemistry and Mathematical Sciences may satisfy the elective requirement.

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. In addition to the basic core courses, students are required to take at least nine (9) hours of electives from among the following selections: CPHY 550, CPHY 565, CPHY 570, and CPHY 605-606. Other courses may be selected from the offerings of the applied physics curriculum.

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## 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 course work in Physics courses numbered CPHY 501-602. An additional six (6) hours of credit may be taken in research courses.
2. Completion of thesis and a final oral examination, focusing upon its contents.
3. Completion of a research tool.  
A reading knowledge of French or German; or proficiency in computer science, which cannot be used to satisfy the twenty-four (24) hour course requirements for the M.S. degree.

### Master of Science (Non-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-four (24) hours of graduate-level course work in physics.
2. An additional nine (9) hours with a grade of "B" or better of graduate study beyond the required thirty (30) semester hours, and an exit exam. The additional courses must be approved by the department. Consult the department chair for specific requirements.
3. Completion of a research tool.  
A reading knowledge of French or German; or computer science, which cannot be used to satisfy the thirty (30)-hour course requirements for the M.S. degree.

Basic core courses for the Master of Science in Physics consist of the following: CPHY 501, CPHY 503, CPHY 515-516, 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.** **6 credits**  
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.** **6 credits**  
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. Hartree-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.

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**CPHY 565: Physics of Surfaces.** **3 credits**  
Fundamentals of physical methods for studying the structures, composition, 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.** **6 credits**  
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 Non-Thesis Research.** **Variable credits**  
Designed to assist students in the development and writing of the thesis or the non-thesis research project.

**CPHY 604: Thesis or Non-Thesis Research Project Consultation.** **1 credit**  
Designed for students who are in the final stage of thesis writing or non-thesis 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).

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**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.

**SYSTEMS SCIENCE PH.D. DEGREE PROGRAM**  
**(No new applications accepted effective Spring 2004. Courses in this program will be phased-out by May 2007.)**  
**Thomas W. Cole, Jr. Research Center for Science and Technology**  
**Room 3037, Telephone: 404-880-6885**

#### **PROGRAM DESCRIPTION**

The Systems Science doctoral degree program at Clark Atlanta is an interdisciplinary Ph.D. degree program with concentration options in computer science, engineering, mathematics, and physics. The doctoral dissertation must cut across at least two of these concentration options. The program is a significant step for increasing and retaining minorities in these fields, and will provide a vehicle for increasing graduate enrollment participation in science, mathematics, engineering and technology (SMET) at Clark Atlanta University (CAU). The thrusts and strengths in research of the current SMET programs are in the computational, theoretical and experimental research areas. Given the relatively large number of active, young, and dynamic researchers within the CAU SMET programs, the establishment of the Ph.D. degree program represents a national beacon, illuminating the road towards the attainment of advanced degrees in the mathematical and physical sciences, and engineering disciplines. This new program is part of the strategic priorities of CAU and would enhance significantly CAU's national mission of offering advanced degree opportunities to underrepresented minorities in SMET.

The program is an interdisciplinary Ph.D. degree program built around traditional basic and applied research programs in the computational, engineering, mathematical, and physical sciences with an emphasis on exploring methods and perspectives developed in areas broader than those investigated by traditional science fields. The doctoral program combines two core intellectual elements: 1) computational sciences and 2) experimental sciences. Students work within an interdisciplinary cluster consisting of representatives from the basic and applied sciences,

although only one faculty member assumes full responsibility for the dissertation advisement. Other faculty advisors may come from the concentration of the student as well as across the disciplines of engineering, mathematics, physics and computer science. Where it is needed, advisors are pulled from other disciplines. Such a dissertation panel intensifies the development of a well-balanced perspective on the part of the student regarding the pursuit of basic research tempered by an understanding of its application. The program is in a unique position to attract many underrepresented minority students because CAU is the only HBCU in the metropolitan Atlanta area to have a graduate component to its computer science, engineering, mathematics, and physics programs. The diversity and flexibility of the research in theoretical, computational and experimental sciences carried out by departments involved in the Systems Science Ph.D. degree program help to produce new types of urban scientists and engineers trained to be proficient in the modeling of diverse practical problems. Such problems include the modeling of vehicular and pedestrian traffic analysis and the control, monitoring, and analysis of environmental pollution.

### ADMISSION REQUIREMENTS

Students who enter the Systems Science Ph.D. degree program must meet the general requirements of the University and the School of Arts and Sciences. Students admitted must have a bachelor's and/or master's degree in the mathematical and natural sciences or engineering. In addition they should have broad-based experiences in computational, theoretical and/or experimental sciences. Applications to the program may be made through the academic departments involved or the program director. The Office of the Director in consultation with the academic departments and the Dean's Office makes the admission decisions to the program.

### LIST OF REQUIRED COURSES

**Core Courses** which all Systems Science Ph.D. degree candidates must take are:

CSYS: 701	Overview of Systems Sciences	(4)
CSYS: 702	Scientific Computing and Database Management	(4)
CSYS: 703	System Optimization	(4)
CSYS: 704	Statistical Methods and Design of Experiments	(4)

All Systems Science Ph.D. degree students must take at least 22 credit hours outside the department of concentration that includes the required core courses listed above.

To earn the Ph.D. degree in Systems Science, a student must take a minimum of 40 credit hours of graduate courses, including all the Systems Science core courses (16); two or more of the advanced departmental elective courses required for specialization in one of the major areas of concentration; at least one elective

outside the department; and pass the qualifying examination for admission into candidacy. In addition, a minimum of 18 hours of dissertation research resulting from original research conducted under the supervision of the major advisor and the Dissertation Committee must be submitted and defended. Thus, together with the course work, a minimum of 58 credits is required for the Systems Science Ph.D. degree.

Additional courses may be required of a student at the discretion of the student's dissertation committee. Students who enter the doctoral program with a Master of Science degree may have up to 21 hours of the doctoral degree core courses waived at the discretion of the Department. All students must complete a minimum of one (1) year as a supervised teaching assistant.

### A. CONCENTRATION IN PHYSICS - LIST REQUIRED COURSES

CORE COURSES	A GRADE OF "B" OR BETTER IS REQUIRED IN EACH CORE COURSE	CREDIT HOURS
CPHY 501:	Classical Mechanics I	3
CPHY 503:	Electromagnetic Theory	3
CPHY 515 - 516:	Quantum Mechanics I and II	3/3
CPHY 520:	Thermodynamics and Statistical Mechanics	3
CPHY 531:	Mathematical Methods I	3
CPHY 601 - 602:	Departmental Seminar I and II	0
CPHY 800:	Ph.D. Qualifying Examination	0
CPHY 899:	Dissertation*	18
	Final Comprehensive Examination	0

A list of the elective courses for the physics concentration option is given below.

ELECTIVE COURSES	24 APPROVED HOURS WITHIN THE STUDENTS SPECIALIZATION	CREDIT HOURS
CMCS 523:	Complex Variables	3
CMCS 547 - 548:	Operations Research I - II	3/3
CMCS 551:	Numerical Analysis	3
CMCS 552 - 553:	Numerical Methods for Differential Equations I and II	3/3
CMCS 555:	Theory of Numerical Approximation	3
CMCS 560:	Probability Theory and Stochastic Processes	3
CPHY 651 - 652:	Advanced Condensed Matter Physics I - II	3/3
CPHY 653 - 654:	Advanced Mathematical Physics I and II	3/3
CPHY 655 - 656:	Advanced Quantum Mechanics I - II	3/3
CPHY 680 - 681:	Seminar in Condensed Matter Physics I - II	3/3
CPHY 684 - 685:	Seminar in Wavelet I - II	3/3
CPHY 688 - 689:	Seminar in Mathematical Physics I - II	3/3
CPHY 692 - 694:	Seminar in Atomic and Nuclear Physics	3/3

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**B. CONCENTRATION IN ENGINEERING- LIST OF REQUIRED COURSES**

CORE COURSES	A GRADE OF "B" OR BETTER IS REQUIRED IN EACH CORE COURSE	CREDIT HOURS
CEGR 601:	Modeling and Simulation	4
CEGR 602:	Finite Element Analysis	4
CEGR 610:	Failure Theories of Engineering Systems	4
CEGR 620:	Engineering Economics	3
CEGR 799:	Departmental Seminar	0
CEGR 800:	Ph.D. Qualifying Examination	0
CEGR 899:	Dissertation*	18
	Final Comprehensive Examination	0

A list of the elective courses for the Systems Science engineering option is given below.

ELECTIVE COURSES	24 APPROVED HOURS WITHIN THE STUDENTS SPECIALIZATION	CREDIT HOURS
CEGR 630:	Communication Systems	3
CEGR 631:	Signal Processing	3
CEGR 632:	Image Processing	3
CEGR 633::	Adaptive Systems	3
CEGR 730:	Control Systems	3
CEGR 731:	Advanced VLSI Design	3
CEGR 732:	Robotics	3
CEGR 733:	Parallel System Design	3
CEGR 734:	Sensor Technology	3
CEGR 670:	Chemical Reaction Engineering	3
CEGR 671:	Chemical Engineering Thermodynamics and Fluid Properties	3
CEGR 670:	Transport Phenomena and Applications	3
CEGR 771:	Advanced Materials Engineering	3
CEGR 690:	Experimental Stress Analysis	3
CEGR 691:	Manufacturing Systems Engineering	3
CEGR 790:	Thermal Systems Engineering	3
CEGR 791::	Computational Fluid Mechanics	3
CEGR 792:	Systems Design Clinic	3
CEGR 650:	Environmental Systems Engineering	3
CEGR 651:	Transportation Systems	3
CEGR 750:	Intelligent Material Systems	3
CEGR 751:	Structural System Stability	3

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**CONCENTRATION IN MATHEMATICS - LIST OF REQUIRED COURSES**

CORE COURSES	A GRADE OF "B" OR BETTER IS REQUIRED IN EACH CORE COURSE	CREDIT HOURS
CMAT 601/2:	Probability and Stochastic Process I/II	3/3
CMAT 615/6:	Nonlinear Optimization I/II	3/3
CMAT 643:	Operations Research	3
CMAT 899:	Dissertation	18
CMAT 800:	Ph.D. Qualifying Exam	0
	Final Comprehensive Exam	0

The list of elective courses for the Systems Science mathematics option includes:

ELECTIVE COURSES	24 APPROVED HOURS WITHIN THE STUDENTS SPECIALIZATION	CREDIT HOURS
CMAT 607:	Numerical Methods	3
CMAT 608:	Advanced Numerical Methods	3
CMAT 609:	Introduction to Control Theory	3
CMAT 541:	Applied Mathematics I	3
CMAT 542:	Applied Mathematics II	3
CMAT 521:	Real Analysis I	3
CMAT 522:	Real Analysis II	3
CMAT 523:	Complex Analysis I	3
CMAT 524:	Complex Analysis II	3

CORE COURSES	A GRADE OF "B" OR BETTER IS REQUIRED IN EACH CORE COURSE	CREDIT HOURS
CCIS 671:	Algorithm Design and Analysis	3
CCIS 672:	Computer Organization	3
CCIS 673:	Operating Systems Design	3
CCIS 674:	Database Design	3
CCIS 675:	Artificial Intelligence	3
CCIS 676:	Theory of Programming Languages Design	3
CCIS 800:	Ph.D. Qualifying Examination	0
CCIS 899:	Dissertation*	18
	Final Comprehensive Examination	0

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## CONCENTRATION IN COMPUTER SCIENCE

The list of elective courses for the Systems Science Computer Science option includes:

ELECTIVE COURSES	24 APPROVED HOURS WITHIN THE STUDENTS SPECIALIZATION	CREDIT HOURS
CCIS 507:	Computer Graphics	3
CCIS 509:	Information Systems Simulation and Modeling	3
CCIS 511:	Data Communications	3
CCIS 513:	Local Area Networks	3
CCIS 515:	Computer Networks	3
CCIS 517:	Network Algorithms	3
CCIS 523:	Human Computer Interface	3
CCIS 527:	Distributed Systems	3
CCIS 681:	Computability Theory	3
CCIS 683:	Algorithms for Parallel Computers	3
CCIS 687:	Intelligent Machines/Robotics	3
CCIS 689:	Knowledge-Based Systems	3
CCIS 702:	VLSI Design	3

## AVAILABLE RESOURCES FOR PROGRAM SUPPORT

Most of the resources required for the program are in place within the SMET-related departments in the School of Arts and Sciences under the Associate Dean for Science, Mathematics, Engineering and Computer Technology. The research centers in the Departments involved in the program have the necessary infrastructure to support the program.

## CORE COURSE DESCRIPTIONS

### **CSYS 701: Overview of Systems Sciences. 4 credits**

Qualitative and quantitative concepts of systems science; introduction to the analysis of large systems with applications; study of modeling and dynamics of systems; identification, and controllability, operational methods; and optimization.

### **CSYS 702: Scientific Computing and Database Management. 4 credits**

Introduction to general scientific computing; numerical methods with applications; study of basic and advanced database concepts as they apply to object-oriented database systems.

### **CSYS 703: System Optimization. 4 credits**

Advanced modeling with networks and graphs; linear and nonlinear programming with applications; integer programming; combinatorial optimization; and applications of perturbation methods.

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### **CSYS 704: Statistical Methods and Design of Experiments. 4 credits**

Distribution theory, estimation, data reduction and best estimation, tests of hypothesis, regression and analysis of variance, aspects of multivariate analysis, and statistical experimental design and analysis.

## COURSE DESCRIPTIONS: COMPUTER SCIENCE CONCENTRATION

### **CCIS 507: Computer Graphics. 3 credits**

Hardware and software organizations for graphics; special databases, multidimensional transformations and introduction to vector graphics. Prerequisites: CCIS 123 and 572.

### **CCIS 509: Information Systems Simulation and Modeling. 3 credits**

Discrete even simulation using simulation tools. Topics include simulation of queuing and inventory systems and modeling of time-sharing and other systems. Prerequisite: consent of the department.

### **CCIS 511: Data Communications. 3 credits**

Introduction to data communications techniques, data link control, multiplexing and communication networking. Prerequisite: CCIS 225.

### **CCIS 513: Local Area Networks. 3 credits**

Study of design and analysis techniques for local area networks. Topics include polling, random access and ring networks and medium access control protocols. Prerequisites: CCIS 572 and CMAT 321.

### **CCIS 515: Computer Networks. 3 credits**

Study of computer networks design and hardware/software considerations, including layered (OSI) and hierarchical (DOD) approaches. Prerequisites: CCIS 511, 472 and 473.

### **CCIS 517: Graph Theory and Algorithms. 3 credits**

Introduction to graph theory and graph algorithms, including concepts in trees, circuits, connectedness, planarity, network flows, and assignment and transportation problems. Prerequisite: CCIS 471.

### **CCIS 523: Human-Computer Interface. 3 credits**

Study of human factors involved in interaction with computers. Topics include terminal emulation, split-screen technology, menu-driven input, command-line processing and response-time considerations. Prerequisite: Consent of the department.

### **CCIS 527: Distributed Systems. 3 credits**

Study of design, implementation and management of distributed systems, including protocol issues above the network layer of the ISO hierarchy, naming, security, reliability, resource sharing and remote execution. Prerequisite CCIS 515 and 473.

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**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. Prerequisite: CCIS 471.

**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. Prerequisite: CCIS 472.

**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. Prerequisite: CCIS 473.

**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 474.

**CCIS 675: Artificial Intelligence.** **3 credits**  
Advanced study of problem solving, theorem proving, knowledge representation, expert systems, learning and natural language processing. Prerequisite: CCIS 475.

**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 476.

**CCIS 681: Computability Theory.** **3 credits**  
Introduction to computability theory including recursive function theory, Turing machines and self-modifying programs. Prerequisites: CCIS 221 and 471.

**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 672.

**CCIS 687: Intelligent Machines/Robotics.** **3 credits**  
Cohesive study of intelligent machines involving computers, robots and sensor systems and experiments with robots and computers. Prerequisite: CCIS 675.

**CCIS 689: Knowledge-Based Systems.** **3 credits**  
Study of expert systems development and rule-based programming. Topics include knowledge representation, utilization and acquisition. Prerequisite: CCIS 675.

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**CCIS 702: VLSI Design.** **3 credits**  
Study of VLSI systems design, emphasizing quantitative characterization, analysis and computer techniques. Prerequisite: CCIS 701 or graduate standing.

**CCIS 600: Ph.D.** **18 credits**  
Qualifying Examination. Dissertation. Final Comprehensive Examination.

#### **COURSE DESCRIPTIONS: ENGINEERING CONCENTRATION**

**CEGR 690: Experimental Methods.** **3 credits**  
Experimental methods and techniques, uncertainty analysis, data acquisition from models. Presentation of experimental methodology and basic instrumentation used in science and its calibration and use, accuracy, error, and uncertainty in experimental measurements.

**CEGR 691: Materials for Design.** **3 credits**  
Properties, behavior, and selection of materials for practical design applications. Topics include the behavior of metals, ceramics, polymers, and composites. In this class, fundamentals of the design process are applied to analyze, design and/or select materials/components which are commonly used in the design of systems. Understanding and practicing how to design and use such materials/components for more complex design and system integration tasks.

**CEGR 692: Teaching Practicum.** **3 credits**  
Supervised teaching for doctoral students in science. Discussion of teaching techniques, course and curriculum design, and student evaluation methods and criteria. Students may, in some instances, prepare and present lectures under the supervision of a faculty member.

**CEGR 630: Communication Systems.** **3 credits**  
This course covers issues related to the design of tethered and wireless communication systems. These issues include the design of the transmitter and receiver, evaluation of the channel capacity, source and channel coding techniques and modulation techniques.

**CEGR 631: Signal Processing.** **3 credits**  
The course begins with a review of basic signal processing techniques such as convolutional filters, fast Fourier transforms and analysis of random signals. The course then focuses on applications such as signal detection, array processing, pattern recognition and speech processing. Advanced and emerging signal processing techniques such as spectral analysis, wavelets and hidden Markov models that support these applications will be discussed.

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**CEGR 632: Image Processing.** **3 credits**

This course begins with a discussion of multidimensional signal processing such as convolution and fast Fourier transforms. The course will then cover image processing applications such as enhancement, restoration, pattern analysis and compression. Applications using advanced techniques such as wavelets, super-resolution, neural networks and fuzzy logic will be discussed.

**CEGR 633: Adaptive Systems.** **3 credits**

This course begins with a review of random stochastic processes. The second part of the course covers linear FIR adaptive filtering techniques such as the least mean square (LMS) algorithm, the method of least squares, subspace methods and recursive least-squares estimation. The final part of the course will touch on estimation theory and Kalman filtering.

**CEGR 730: Control Systems.** **3 credits**

This course will cover the analysis and design of control systems. The course will begin with a review of Laplace and z-transforms and state-space equations. The rest of the course will investigate using feedback system responses, stability analysis, root locus behavior and frequency response analysis for control applications.

**CEGR 731: Advanced VLSI Design.** **3 credits**

The course will provide an advanced treatment for the design, analysis and testing of VLSI systems. The course begins with a review of MOS, nMOS and CMOS gate technologies. The second part of the course will cover software tools to aid in development. Issues relating to circuit characterization, fan-out, optimization and clocking constraints will be discussed.

**CEGR 733: Parallel System Design.** **3 credits**

This course covers the implementation of algorithms using either distributed memory or shared memory models. Examples of these models include the message passing interface (MPI) and OpenMP libraries. The design of specific parallel systems for different applications will be discussed. These applications include computational fluid dynamics, computational structural mechanics, computational chemistry and materials science and signal and image processing.

**CEGR 734: Sensor Technology.** **3 credits**

The course will cover the characterization of the behavior of sensors and the interpretation of their responses. Sensors of interest include radar, infra-red, electro-optic and acoustical sensors. The first half of the course will survey the physics behind the operation of these devices. The second half of the course will focus on processing techniques to extract information from the sensors. Medical, remote sensing, robotic and military applications will be discussed.

**CEGR 791: Computational Fluid Dynamics (CFD).** **3 credits**

In this course, the governing equations of fluid flow will be derived from conservation laws. Both, the compressible and incompressible fluids will be considered.

The Finite Difference (FD), Finite Volume (FV) and Finite Element (EM) methods will be introduced and applied to solve the governing equations. Emphasis will be given to the Finite Element Method (FEM). Students will be responsible for developing and applying various CFD tools to solve 3D real-world applications. Prerequisite: Differential Equations, Fluid Mechanics, and C or Fortran Programming language.

**CEGR 732: Robotics.** **3 credits**

Aspects of robotics design and engineering including overview of robotic manipulators and intelligent systems design are covered. The kinematics, dynamics, and control of robots are considered. Topics covered include homogeneous transformations, forward and inverse kinematics, Lagrange's equations of motion, Newton's equations of motion, linear feedback control (PID controllers), and nonlinear controllers. Other topics include electronic realization of control elements and compensations, ideal and real PID, elements of digital control theory: sampling theorem, z-transform and digital filters. Review of computer interfacing, power amplifiers, sequential logic, encoders, and motor control is provided. The latter part of the course deals with the integration of robotic elements into a system through the use of simulation and modeling techniques.

**CEGR 602: Finite Element Analysis.** **3 credits**

The fundamentals involved in conventional finite element method with applications in fluid flow, mass transport, solid mechanics and structures are covered. Topics include domain discretization, interpolation and shape functions, element derivation and types, element stiffness or property equations, assembly procedure, boundary conditions, solution methods for the algebraic equation system, applications in heat transfer, fluid flow, and stress analysis. The interpretation of results of finite element analysis and its visualization will be covered. Element type selection and validity of FEM models will also be covered. Students will write and test their own finite element code through individual subroutine construction.

**CEGR 701: Modeling and Simulation.** **3 credits**

Modeling and analysis of deterministic and probabilistic systems, as well as discrete and distributed parameter systems, are covered. Topics include review of continuous (time driven) and discrete (event driven) system simulation methods, simulation languages and their design, man-machine interface considerations, object-oriented methods, visual data representations, front-end and back-end processors, and computer animation of simulation output. Linear graph theory is used to model the topology of 2-d and 3-d systems of rigid bodies connected by mechanical joints, springs, dampers, and actuators. Other topics include: review of kinematics, dynamics and graph theoretic (GT) methods; GT representation of two-dimensional components and systems; formulation and solution of governing system equations; extension to three-dimensional mechanical systems with flexible bodies and mechatronic components; application to kinematic and dynamic analysis of mechanisms, robotic manipulators, vehicles and satellites. Coverage includes complex nonlinear systems, systems with uncertainty and robust systems design issues.

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**CEGR 792: Systems Design Clinic. 3 credits**

Course encompasses the theory, methods and mathematics of engineering systems design. Topics include systems modeling and analysis, graph theoretic models, state space formulations, time and frequency domain solutions, applications to engineering systems including coverage of theoretical constructs such as: transformers, transducers and amplifiers and nonlinear components from a variety of disciplines. Examples will include electro-mechanical, thermo-hydraulic, and mechanical-hydraulic systems. Course covers finite difference methods as they are applied to boundary value problems in solid mechanics, heat transfer analysis, solutions of systems of higher order differential equations, and structural and thermal analysis. Fundamentals of intelligent systems design using tools of computational intelligence and soft computing are covered. These include fuzzy logic, neural networks, genetic algorithms and other hybrid techniques such as neuro fuzzy systems and fuzzy-generated algorithms.

**CEGR 610: Failure Theories of Engineering Systems. 3 credits**

Several failure concepts and theories of failure are introduced. Analysis of failure of engineering systems and the characteristics of failure surfaces and failure modes are covered. Fracture, yielding, buckling; creep, low stiffness and failure due to durability issues of moisture and temperature are presented.

**CEGR 620: Engineering Economics. 3 credits**

Presentation of a clear concept of the economics principles and methods applied in engineering processes and operations. Emphasis is placed on economics in the process industries and design work. The various costs involved in industrial processes, capital investments and investment returns, cost estimation, cost accounting, optimum economic design methods, and other economics topics are covered qualitatively and quantitatively.

**CEGR 670: Chemical Reaction Engineering. 3 credits**

Advanced study of chemical kinetics and mechanisms in complex homogeneous and heterogeneous reaction systems. Design of chemical reactors for such systems. Examples drawn from different applications, including heterogeneous catalysis, polymerization, combustion, biochemical systems and materials processing.

**CEGR 671: Chemical Engineering Thermodynamics & Fluid Properties. 3 credits**

The laws of thermodynamics with applications to pure substances and mixtures. Calculation of thermodynamic properties. Equations of state for pure components and mixtures, supercritical fluids, solution models for mixtures of electrolyte and nonelectrolytes. Thermodynamics of ideal and nonideal solutions. Phase and chemical equilibria involving multicomponent, multiphase systems.

**CEGR 770: Transport Phenomena and Applications. 3 credits**

Advanced theory and applications of momentum, mass and energy transport. Unified treatment of heat transfer, mass transfer and fluid mechanics emphasizing scaling concepts in formulating models and analytical methods for obtaining

solutions. Topics include conduction and diffusion, laminar flow regimes, convective heat and mass transfer, and simultaneous heat and mass transfer with chemical reaction and phase change.

**CEGR 771: Advanced Materials Engineering. 3 credits**

Advanced concepts in materials engineering and the application of these principles directed towards materials used in various engineering systems such as electronics, magnetic, electro-optic, chemical, nuclear, structural and thermal systems.

**CEGR 750: Environmental Systems Engineering. 3 credits**

Advanced environmental engineering issues associated with water, air and land pollution. Topics include air and water quality issues, hazardous wastes, risk assessment, groundwater contamination, global climate change, ozone depletion, acid deposition, and sustainable technologies.

**CEGR 701: Departmental Seminar. 3 credits**

Research seminars presented by students engaged in thesis work in the systems science program with concentration in engineering. Other speakers may include departmental faculty and invited guests.

**CEGR 751. Structural System Stability. 3 credits**

Stability problems in beams, columns, frames and arches designed with traditional and advanced composite materials. Cyclic buckling and impact strength. Stability design applications to buildings, bridges and offshore platforms.

**CEGR 750. Intelligent Material Systems. 3 credits**

Integration of microsensors and actuators into engineering systems for in-situ monitoring of structural integrity are introduced. The concepts of intelligent material systems are fully covered, and advantages and limitations of various smart materials are discussed. Applications include integrity monitoring of military and civil infrastructure.

**CEGR 651. Transportation Systems. 3 credits**

Transportation planning; highway traffic operations; intelligent transportation systems; transportation infrastructure management; environmental considerations during transportation planning.

**COURSE DESCRIPTIONS – PHYSICS CONCENTRATION**

**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, and theory of small oscillation.

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**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 515-516: Quantum Mechanics I and II.** 6 credits  
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  
Reviews 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.** 6 credits  
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 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.

**CMAT 523: Complex Variable I.** 3 credits  
Theory and applications of functions of a complex variable; topics include analytic functions, contour integration, harmonic functions, conformal mapping, and analytic continuation.

**CMAT 601: Probability Theory and Stochastic Processes I.** 3 credits  
Probability theory, including central limit theorem and ergodic theory. Also included is the study of stationary processes, independent increment processes, and Gaussian processes.

**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 to 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.

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**CMAT 643-644 : Operations Research I and II.** 3 credits  
Techniques for analytical formulation of decision problems, including linear programming, convex programming, dynamic programming, queuing models, replacement models, and stochastic processes.

**CPHY 651: Advanced Condensed Matter Physics I.** 3 credits  
Diffraction and the structure of condensed matter, crystals and reciprocal lattice, electrons in a periodic potential, phonons, thermal and electrical properties. Effects of the electron-electron interaction, superconductivity, magnetism, and effects of disorder on electrons and phonons, localization.

**CPHY 652: Advanced Condensed Matter Physics II.** 3 credits  
This course is designed for graduate students interested in learning the language, techniques, and problematics of modern quantum many-body theory as applied to condensed matter physics. First, some formal tools will be introduced, including second quantization, coherent states, functional integrals and diagrammatic method. Next, various physical phenomena of interest will be discussed: superfluidity, superconductivity, magnetism, quantum Hall effect, etc.

**CPHY 653: Advanced Mathematical Methods I.** 3 credits  
This course emphasizes advanced numerical analysis of continuous and discrete systems. Various methods will be introduced, including those based on complex analysis, and asymptotic analysis. The study of transform methods is included. The Finite Element Method and the spline function theory are also covered, with application to linear and nonlinear differential systems. Special topics in Wavelet analysis, and Spectral theory will be covered as well. There will be a computer-based laboratory associated with the course.

**CPHY 654: Advanced Mathematical Methods II.** 3 credits  
The study of nonlinear systems, both continuous and discrete. Fractal based methods are introduced. Dynamical systems research, including chaotic and turbulent behavior in fluids, and other mediums, will be emphasized. Great emphasis on computational tools will be made.

**CPHY 655: Advanced Quantum Mechanics I.** 3 credits  
Formulation of nonlinear relativistic quantum mechanics, theory of angular momentum, perturbation theory, symmetry in quantum mechanics, applications to atomic and nuclear physics, scattering theory.

**CPHY 656: Advanced Quantum Mechanics II.** 3 credits  
Formulation of relativistic quantum mechanics, Dirac theory, relativistic Hamiltonian, Quantum Electrodynamics, Quantum theory of radiation.

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## COURSE DESCRIPTIONS: MATHEMATICAL CONCENTRATION

**CMAT615/6: Nonlinear Optimization.** 3 credits  
Analytical and numerical treatment of finite dimensional nonlinear programming; Computational aspects of constrained extremum problems; current developments.

**CMAT643: Operations Research.** 3 credits  
Mathematical programming, gaming, complexity, polynomial algorithms: transportation and network problems, theory of inventory, application to engineering and finance problems, nondeterministic problems.

**CMAT 605: Partial Differential Equations.** 3 credits  
First order equations and the method of characteristics. Classification of second order equations, Laplace's equation, the heat and wave equations and their solutions.

**CMAT 607/608: Numerical Methods.** 3 credits  
Approximation, quadrature, Newton's method, roots of polynomials, finite difference methods for partial differential equations including elliptic, parabolic, and hyperbolic equations.

**CMAT609: Introduction to Control Theory.** 3 credits  
The calculus of variations, Hamilton Jacobi Theory and the Ponryagin Maximum Principle, sufficiency theory.

**CMAT 621/2: Real Analysis.** 3 credits  
Measure theory and Lebesgue integration, Banach spaces, linear operators, Hahn Banach Theorem, open mapping and closed graph theorems.

**CMAT 523/4: Complex Variables I, II.** 3 credits  
Theory and applications of functions of a complex variable; topics include analytic functions, contour integration, harmonic functions, conformal mapping, and analytic continuation.

**CMAT 541/2: Applied Mathematics I, II.** 3 credits  
Study of various techniques of applied mathematics, integral and differential operators, spectral methods, basic equations of mathematical physics, Poisson, heat and wave equations.

**CMAT 601/602: Probability and Stochastic Processes I & II.** 3 credits  
Measure-theoretic probability, conditioning, notions of convergence, characteristic function, central limit theorem, Markov chain, ergodic theory, stationary processes, independent increment processes, Gaussian processes.

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## 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

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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

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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\*)

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## 2nd Semester (9 credit hours)

CSCJ 514: Law Enforcement Administration

CSCJ 516: Judiciary System

CSCJ 518: Delinquency and Juvenile System

## 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 4th 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.

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## 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 August 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.

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**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.

**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.

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**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 policies, 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

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movement on the dominant environmental paradigm and on national environmental groups.

**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.

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**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.

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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.

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### **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.

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**CPSC 500: Departmental Seminar.****Noncredits**

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 ethno-regional groups and social classes. Prerequisite: CPSC 591.

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**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.

**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.

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**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 issues 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.

**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.

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**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 non-industrial 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.

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**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.

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**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.

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**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 lower 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

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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

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## 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 Requirements

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.

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## 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.

**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.

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**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 flow, taxation and forecasting.

**CPAD 510: Program Design, Implementation and Evaluation.** 3 credits  
Techniques for designing programs and implementing new programs within 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.

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**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.

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**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

**CPAD531: 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.

**INTERNATIONAL AFFAIRS AND DEVELOPMENT**  
**(No new applications accepted effective Spring 2004. Courses in this program will be phased-out by May 2007.)**  
**Oglethorpe Hall, Room 321**  
**Telephone: 404-880-6666 or 404-880-6674**

### History

Atlanta University and Clark College demonstrated historically a longstanding interest in international affairs, an interest that has been intensified since the consolidation of these two institutions to form Clark Atlanta University in 1988. Faculty from both previous institutions studied and worked abroad, and both institutions contributed to the advancement of developing nations through admitting international students into degree programs and through short-term training of personnel, particularly from Africa, Asia and Latin America. In 1983 Atlanta University created the Institute for International Affairs and Development (IIAD), supported by the Ford Foundation. The IIAD provided graduate-level courses in international affairs and coordinated and facilitated international research, training, and symposia. Subsequently, the IIAD was divided into a training and technical assistance office and a graduate academic program. A coordinated International Affairs and Development (IAD) Program, offering both a Master's and a Ph.D. degree started in 1987-1988. In 1994-1995 the School of International Affairs and Development (SIAD) replaced the IAD Program, which will be phased out as its currently enrolled students graduate. During 1999-2000, as part of a university-wide strategic restructuring, the SIAD was transformed into the Department of International Affairs and Development (DIAD) in the School of Arts and Sciences. The Department continues to offer both the two-year professional Master's in International Affairs and Development (MIAD) and the Doctoral (Ph.D.) degrees. In 1997, the Department initiated a dual Master's degree program in cooperation with the Master of Public Health (MPH) program at Morehouse School of Medicine. Other dual-degree programs are contemplated.

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### MISSION

The mission of the Department of International Affairs and Development (DIAD) is to provide a professional education that adheres to the highest standards of scholarship and that is relevant to contemporary problems in international affairs. The primary purpose of the DIAD is to produce graduates, particularly those of African descent, who will be prepared to exercise leadership in international affairs and development in the public and private sectors, including international public service, business, banking, journalism, teaching, and research. Another purpose is to stimulate and enhance throughout the Atlanta University Center an awareness and knowledge of the importance of cross-cultural, international, and global affairs.

The Departmental academic program begins with a common interdisciplinary core curriculum dominated by the "diplomatic sciences" (International Politics, International Law and Organizations, Diplomatic History, and International Economics) and an emphasis on analytical policy planning and methodological skills, after which students choose topical (international economics and business, international development and social change, or international politics and diplomacy) or regional (Africa or the Caribbean) fields of concentration. The curriculum is structured to address the profound changes that are occurring in the world, most notably the increasing economic interdependence and emergence of global problems requiring multilateral solutions. To succeed in this environment, students in international affairs must combine a broad interdisciplinary knowledge of international relations with regional familiarity, foreign language proficiency, and analytical and methodological sophistication. The DIAD also recognizes the importance of class and gender in the study of international affairs and encourages incorporating analyses of both in all areas of study.

### ADMISSION REQUIREMENTS FOR THE MASTER OF INTERNATIONAL AFFAIRS AND DEVELOPMENT DEGREE

Graduates from accredited colleges or universities with majors in the social sciences, the humanities, business administration, or other relevant fields are eligible for admission. Candidates must have a minimum undergraduate grade point average of 3.0 and should have a basic knowledge of economics and statistics and at least one year of French, Spanish, Arabic or another major international language at the college level. Students are admitted twice a year (Fall and Spring semesters).

### CANDIDACY REQUIREMENTS FOR THE MASTER OF INTERNATIONAL AFFAIRS AND DEVELOPMENT DEGREE

Candidates for the Master's degree must complete 48 credit hours, demonstrate competency in a major foreign language, and either defend a thesis or pass a comprehensive examination.

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## **COURSE AND CREDIT HOUR REQUIREMENTS FOR THE MASTER'S DEGREE**

Candidates for the Master's degree must complete satisfactorily 48 hours of course work (16 courses), or 42 credit hours (14 courses) if they elect to prepare a Master's thesis, for which 6 credit hours are given. In addition to taking the 24 credit hours (8 courses) required to complete the core curriculum, Master's degree students take at least 15 credit hours (5 courses) in their chosen field of concentration. Remaining credit hours may be in electives or cognate courses. The student must pass each of the courses in the core curriculum with a grade of "B" or better, and maintain a cumulative GPA of "B" (3.0) or better throughout the program.

## **CORE CURRICULUM AND FIELD OF CONCENTRATION FOR THE MASTER'S DEGREE**

The core curriculum consists of 24 credit hours (8 courses). A student should pass the core courses before taking courses in a field of concentration. A full-time student would take 4 courses per semester, or 8 courses (the core curriculum) during the first year. After passing the core curriculum, each student in the Master's program selects one field of concentration. The DIAD offers four fields of concentration: (1) International Economics and Business; (2) International Development and Social Change; (3) International Politics and Diplomacy; and (4) Area Studies (focusing on Africa or the Caribbean).

## **LANGUAGE REQUIREMENTS FOR THE MASTER'S DEGREE**

The foreign language requirement must be satisfied before a candidate for the Master's degree can defend the thesis or take the Master's comprehensive examination. Candidates are required to pass a written and oral examination in French, Spanish, Arabic, or (subject to the approval of the Chairperson) another major foreign language widely used in international communication. The written examination consists of a translation from the international language into English and a dictation in the international language. Students take the oral proficiency examination after the successful completion of the written examination. Students may take language courses in order to prepare for the language proficiency examination, but credits earned for such courses do not count towards the course hours required for graduation. The test of language competency is administered and evaluated by the Department of Foreign Languages.

## **MASTER'S THESIS OR MASTER'S COMPREHENSIVE EXAMINATION**

Candidates for the Master's degree have the option of preparing and defending a thesis or passing a comprehensive examination. Students may elect to prepare a Master's thesis (worth 6 credit hours). An acceptable thesis consists of a

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scholarly presentation (written and oral) of a research project addressing a problem decided in consultation with the thesis advisor. Students who do not select the thesis option are required to pass a written examination on the core curriculum and on their chosen field of concentration prior to graduation.

## **ADMISSION REQUIREMENTS FOR THE DOCTORAL (PH.D.) DEGREE**

Graduates with a Master's degree from accredited colleges or universities with majors in the social sciences, the humanities, business administration, or other relevant fields are eligible for admission. Candidates must have a minimum grade point average from their Master's program of 3.0 ("B" average) and should have a basic knowledge of economics and statistics and at least one year of French, Spanish, Arabic or another major international language at the college level. Students are admitted twice a year (Fall and Spring Semesters).

## **CANDIDACY REQUIREMENTS FOR THE PH.D. DEGREE**

Candidates for the Doctoral degree must complete 72 credit hours, demonstrate competency in a major foreign language, pass a doctoral preliminary examination, and defend a dissertation.

## **COURSE REQUIREMENTS FOR THE PH.D. DEGREE**

The Ph.D. program requires that a student complete successfully 72 credit hours of course work and dissertation. Candidates for the Ph.D. degree must complete satisfactorily 60 hours of course work (20 courses), inclusive of credit hours earned during the previous Master's program. In addition to taking the 24 credit hours (8 courses) required to complete the core curriculum, students in the Ph.D. program take at least 30 credit hours (10 courses) in two chosen fields of concentration, with a minimum of 9 credits (3 courses) in each field. Remaining credit hours may be in electives or cognate courses. The student must pass each of the courses in the core curriculum with a grade of "B" or better, and maintain a cumulative GPA of "B" (3.0) or better throughout the program. Students will be credited with another 12 credit hours (for a total of 72) upon the successful completion and defense of the doctoral dissertation.

## **CORE CURRICULUM AND FIELD OF CONCENTRATION FOR THE PH.D. DEGREE**

The core curriculum consists of 24 credit hours (8 courses). A student should pass the core courses before taking courses in fields of concentration. A fulltime student would take 4 courses per semester, or 8 courses (the core curriculum) during the first year. After passing the core curriculum, each student in the Ph.D. degree program selects two fields of concentration. The DIAD offers four fields of concentration: (1) International Economics and Business; (2) International

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Development and Social Change; (3) International Politics and Diplomacy; and (4) Area Studies (focussing on Africa or the Caribbean).

### **LANGUAGE REQUIREMENT FOR THE PH.D. DEGREE**

The foreign language requirement must be satisfied before a candidate for the Ph.D. degree can defend the dissertation or take the doctoral comprehensive examination. The doctoral level language requirement is similar to the Master's level requirement except that the selection and approval of the language for a Ph.D. student is the joint responsibility of the DIAD Chairperson and the student's major advisor. Students may take language courses in order to prepare for the language proficiency examination, but credits earned for such courses do not count towards the course hours required for graduation.

### **DOCTORAL PRELIMINARY EXAMINATION**

Upon completion of coursework, candidates for the Ph.D. degree must pass a preliminary written and oral examination on their two chosen fields of concentration and a written comprehensive examination over the core curriculum (unless this latter examination already occurred as part of the Master's program). This examination is usually taken and passed before students begin their doctoral dissertation research.

### **DOCTORAL DISSERTATION**

An acceptable doctoral dissertation comprises a scholarly presentation of the student's original research on a topic decided in consultation with a dissertation committee of three faculty. That faculty committee will supervise the student's research, and the student will orally present and defend the written dissertation in front of this committee, the members of which will evaluate and grade the quality and acceptability of the written and oral presentations. Twelve (12) credit hours are awarded upon satisfactory completion of the dissertation. The oral defense of the dissertation constitutes the final examination and requirement of the Ph.D. degree program.

### **TRANSFER CREDITS**

Transfer credits refer to the student receiving credit for any graduate work completed in another department or at another institution. No more than one-fourth (12 credit hours) of the required 48 credits for the Master's Degree may be transferred into the DIAD Master's program, and no more than one-third (24 credit hours) of the required 72 credits into the DIAD Doctoral program. The credits must have been earned at another graduate program in an accredited university, must be considered (by DIAD faculty) to be relevant to the student's DIAD program of study, and must be approved in writing by the Chairperson. The number of credits to be attributed to the DIAD program will be determined only after the student has completed successfully the first semester in the DIAD program.

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### **COURSE LOAD REQUIREMENTS**

The full-time course load is twelve (12) graduate credits. No student may enroll in more than twelve (12) credits during any semester without the approval of the Chairperson. Students must earn a grade point average (GPA) of "B" or better in all courses to remain in good academic standing. A "C" grade in a graduate level course is not considered to be a passing grade.

### **FINANCIAL AID**

The DIAD awards a small number of full- and partial-tuition fellowships to students enrolled in the program. Awards granted annually by the Department are made available on the basis of scholastic achievement, financial need, and potential for making a contribution to the field of International Affairs and Development. In addition, other financial assistance is available through Clark Atlanta University's Office of Student Financial Aid. Federal and State funds administered by this office generally are in the form of loans or work/study employment, and eligibility is based upon need. Students interested in applying for such financial assistance must submit an application form, income tax returns, a financial aid transcript, and a need analysis form (FAF). The deadline for submitting applications for financial aid is March 1.

### **Chinese Studies Program**

In 1997, Clark Atlanta University launched a Chinese Studies Program, which is administered by the DIAD in cooperation with other departments in the School of Arts and Sciences. This Program offers a minor at the undergraduate level and a minor field of concentration at the graduate level. A graduate student seeking a minor field of concentration in Chinese Studies must seek approval from his or her Department. Courses in Chinese Studies offered by the School of Arts and Sciences may be taken by students in any school with the permission of their respective advisor and the relevant Dean or Department Chairperson.

### **Core Curriculum**

#### **Course Descriptions**

#### **CIAD 500: International Politics.**

Studies the origin, nature, and structure of the world system, as well as the interaction of states and nonstate actors in terms of conflict and cooperation within that system. Reviews theories of international politics developed to understand the dynamics of these interactions.

**3 credits**

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**CIAD 503: Diplomatic History.** 3 credits  
Examines the political and diplomatic interactions among states in various regions of the world since the Congress of Vienna of 1815 until the end of World War II in 1945.

**CIAD 504: Critical Issues in International Affairs and Development.** 3 credits  
Surveys the current international system with a focus on critical issues relating to international affairs and development. Topics include, but are not limited to, security, conflict, health, environment, communications and technology.

**CIAD 505: International Law and Organization.** 3 credits  
Studies the general principles and practice of international law (law of Treaties, Diplomatic practice) and provides an overview of selected areas of international law, human rights law, environmental law, economic/trade law, and law of the seas. Also examines the origins, principles, theory, structure, and function of international organizations.

**CIAD 506: International Perspectives on Gender, Race, and Class.** 3 credits  
Explores the issues of gender, race, and class across time and cultures. Concentrates on their intersection and the role of the state in exacerbating or alleviating inequities.

**CIAD 514: Research Methods.** 3 credits  
Explores theories and methods of scientific research in the social sciences, incorporating statistical analysis, computer databases, and graphs. Topics covered include the development of problem identification, formulation of testable hypotheses, and use of empirical techniques.

**CIAD 520: International Economics.** 3 credits  
Introduction to the theories of international trade using the theory of supply and demand. Topics include the theory of comparative advantage, the gains from trade and the impact of trade on income distribution.

**CIAD 521: International Trade and Development.** 3 credits  
Examines relevant development theories/models, and tools for analyzing and gaining an understanding of development issues and trade strategies. Specific areas include the impact of fiscal and monetary policies on trade and development, trade and price policies on economic welfare, and international cartels on domestic and world prices.

## INTERNATIONAL POLITICS AND DIPLOMACY

### Course Descriptions

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**CIAD 601: Theories of International Relations.** 3 credits  
Studies the various theoretical approaches used to explain inter-state relations and the interaction between states and nonstate actors in the global system. Emphasis on balance of power, pluralism, game theories, and regime analysis.

**CIAD 607: United States in World Affairs.** 3 credits  
Examines the role of the United States in international affairs from 1945 to the present, focusing on the cold war and its aftermath as well as American inter-state relations around the world.

**CIAD 619: Turbulence in World Politics and Conflict Resolution.** 3 credits  
Studies the range of international tensions from prewar turbulence through low intensity conflicts to full scale war and the strategies aimed at the avoidance of or the peaceful settlement of disputes through the use of early warning, preventative diplomacy, good offices, mediation, arbitration, and the use of interpositional forces.

**CIAD 700: Multilateral Diplomacy.** 3 credits  
Studies the structure of selected multilateral organizations and the politics of negotiation and decision-making in the United Nations and other such institutions. Examines the role of regional and political groups in this process. Case studies will be used to demonstrate the parliamentary nature of multilateral diplomacy.

**CIAD 701: Peacekeeping and Humanitarian Intervention.** 3 credits  
Examines the legal and political framework for the use of peacekeeping forces by the United Nations since 1945 using case studies. Focuses on the recent role of peacekeeping forces, peace making, and peace building for international affairs.

**CIAD 702: Global Communications and Technology.** 3 credits  
Analyzes the impact of rapid technological change for international affairs with an emphasis on communications technology. Considers the repercussions for financial markets, commercial transactions, and also discusses innovations in other fields.

**CIAD 703: International Environmental Policy.** 3 credits  
Studies the environmental impact of fossil fuels and the policies pursued by governments to reduce pollution. Discusses the role of nonstate actors in raising awareness on a range of environmental issues, from deforestation to global warming to the reduction in plant and animal species.

**CIAD 704: Ethnicity and Political Conflict.** 3 credits  
Studies the rise of ethnic particularism, particularly in the post cold war period and the resulting internal and inter-state conflicts. Examines irredentist and secessionist movements such as have occurred in Somalia and Zaire, as well as the "ethnic cleansing" practices in Bosnia-Herzegovina.

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**CIAD 705: International Strategic Arms Limitation. 3 credits**  
Studies nuclear weapons and the effort to end nuclear proliferation, the development of strategic arms doctrines, as well as the power of the US and the former Soviet Union. The earlier debate over disarmament and arms control and the SALT treaty will be examined, as well as current efforts to stem the flow of arms and reduce military expenditures in developing countries.

**CIAD 706: Science and Technology in International Affairs. 3 credits**  
Analyzes the impact of science and technology on the conduct of international affairs. Emphasis on telecommunications technology, the emergence of the electronic war and the implications of biotechnology on agricultural development.

**CIAD 707: Human Rights and International Law. 3 credits**  
Surveys the functions and techniques of international human rights organizations, such as the relevant bodies in the United Nations, the Organization of American States and the European union, as well as standards setting activities. Examines civil, political, economic and social rights, as well as the rights of minorities and indigenous peoples.

**CIAD 708: Ethics in International Politics. 3 credits**  
Examines the evolution of morality in international affairs with a special focus on such issues as behavior during military conflict, actions of intelligence agencies, corruption in international economic transactions and other issues of social justice.

**CIAD 800: Advanced Seminar in International Politics and Diplomacy. 3 credits**  
Studies special topics in international politics and diplomacy. Permission of the instructor is required.

## International Economics and Business

### Course Descriptions

**CIAD 622: International Trade Theory and Policy. 3 credits**  
Studies the theory of comparative advantage, the gains from trade, trade and income distribution, international factor mobility and the relationship between growth and trade.

**CIAD 623: International Monetary Theory and Policy. 3 credits**  
Covers international monetary policy and its implications for macroeconomics. Investigates balance of payment adjustment mechanisms including fiscal and monetary exchange rate policy.

**CIAD 624: Regional Economic Integration: Theory and Practice. 3 credits**  
Covers theories of integration and the emergence of regional trading blocs. Analyzes several cases of regional economic integration across the globe. Topics

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include: regional institutional arrangements; prospects for regional organizations; cross-border effects of national economics and political policies.

**CIAD 709: International Financial Institutions. 3 credits**  
Covers international cooperation in the financial and monetary sphere a la Bretton Woods' model. Analyzes the structure and functioning of international financial institutions, including the regional development banks.

**CIAD 710: The Political Economy of North-South Relations. 3 credits**  
Covers theories of north-south political economic and trade relations. Includes the topics geopolitical trade patterns of the cold war, and the dynamic and fluid trade and development challenges of the post cold war era (WTO, UNCTAD, etc.).

**CIAD 711: Multinational Corporations in the World Economy. 3 credits**  
Covers the emergence of multinational corporations and their expansion after World War II and their current impact on development and world trade. Studies the factors that create a favorable investment climate, as well as investment codes, export processing zones and free trade areas. Examines efforts to establish codes of conduct for multinational corporations.

**CIAD 712: International Financial Transactions. 3 credits**  
Studies the international flow of capital, international payments mechanisms and the impact of stock markets. Discusses the implications of fluctuating exchange rates, currency speculation and swaps.

**CIAD 801: Advanced Seminar in International Economics and Business. 3 credits**  
Studies special topics in international economics and business. Permission of the instructor is required.

## International Development and Social Change

### Course Descriptions

**CIAD 641: Theories of Economic Development and Social Change. 3 credits**  
Explores theories about economic development, social change, modernization and dependency. These range from the classics (Marxism, Protestant ethic, and stages of growth) to modern theories.

**CIAD 642: Gender Issues in Development. 3 credits**  
Studies the importance of gender, especially the contribution of women, to the development process. Analyzes constraints to the economic empowerment of women and strategies to include women more equitably in the development process.

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**CIAD 643: Financing International Development.** 3 credits  
Studies the methods (aid, trade and investment) of financing development with a special emphasis on the evolution of priorities and modalities of international development assistance policies. Examines the impact of conditionality and the use of debt swaps.

**CIAD 714: Environment, Energy Resources and Sustainable Development.** 3 credits  
Explores the relationships among the environment, energy resources and development in developing countries. Reviews the evolution of international concern about environmental protection, the pollution resulting from both poverty and industrialization, the role of the International Commission on Environment and Development and the issues outlined in Agenda 21 of the UN Conference on Environment and Development.

**CIAD 715: Rural Development.** 3 credits  
Analyzes rural communities, the quality of rural life, the intersectoral complexity of poverty and hunger, and the importance of improving food security in the Third World. Emphasizes the dynamism and contributions of rural men and women and the importance of local involvement in all phases of the development process.

**CIAD 716: International Health and Population Policies.** 3 credits  
Studies the evolution of international health and population policies and the role of the World Health Organization and other institutional actors. Reviews programs for chronic and epidemic maladies.

**CIAD 717: Democracy and Development.** 3 credits  
Studies the theoretical and empirical relationship between democracy and development and the evolution of recent democratization movements around the world.

**CIAD 718: Education, Manpower Policies and Development.** 3 credits  
Explores the relationship between education policies, manpower development and economic growth. Examines issues such as technical and vocational education, mother tongue instruction and sectoral manpower development through a comparative analysis of education policies in developing countries.

**CIAD 719: Refugees, Displaced Persons & International Migration.** 3 credits  
Analyzes the differences between forced and voluntary migration and the situation of refugees and other displaced persons. Reviews current debates about international immigration and immigration policies, and examines how humanitarian assistance is (and should be) provided to people in times of disaster.

**CIAD 720: Humanitarian and Disaster Assistance.** 3 credits  
Explores the evolution of the international community's response to disasters and humanitarian crises since World War II. Studies the mandates and functioning

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of the institutions involved, particularly, the International Red Cross, the United Nations Disaster Relief Organization (UNDRO) the UN machinery for coordinating relief operations, as well as the program of the United States Agency for International Development. Discusses questions concerning new norms of intervention following the humanitarian intervention in Somalia.

**CIAD 721: United States Foreign Assistance Policies.** 3 credits  
Studies the evolution of foreign assistance policies and programs after 1945 with an emphasis on the role of the United States. Examines Congress, special interest groups, and others participating in the process. Compares U.S. programs with those of other nations as well as the United Nations system.

**CIAD 722: United Nations Development System.** 3 credits  
Studies the evolution of the United Nations system programs of technical assistance from the Expanded Program of Technical Assistance (EPTA) through the creation of the United Nations Development Program (UNDP) and the changes in the tripartite system involving UNDP, the specialized agencies and recipient countries in the 1990s. Discusses the initial decision to accord capital investment functions to the Bretton Woods institutions and authorize only technical assistance activities for the UN system.

**CIAD 723: Managing Development Programs.** 3 credits  
Studies the administration of development programs in donor and recipient countries. Reviews issues of coordination, efficiency and accountability, as well as the evolution of development priorities from the focus on major infrastructure in the late fifties, to basic human needs in the 70s, to the present emphasis on human development and capacity building.

**CIAD 724: Project Planning, Management and Implementation.** 3 credits  
Studies the project cycle of problem identification, appraisal, design, implementation, monitoring, and evaluation. Examines case studies of projects.

**CIAD 802: Advanced Seminar in Development and Social Change.** 3 credits  
Studies special topics in development and social change. Permission of the instructor is required.

## Area Studies

### A. Africa

#### Course Descriptions

**CIAD 660: Peoples and Cultures of Africa.** 3 credits  
Studies the peoples and cultures of the African continent, early migration patterns, belief systems, lineage and descent systems, patterns of social interaction, traditional political systems, and literary and artistic expressions.

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**CIAD 661: Africa in World Politics.****3 credits**

Examines the role of African states in the global system. Assesses the impact of African states in multinational organizations such as the EU-ACP, the United Nations, Bretton Woods institutions and the GATT. Focuses on a select number of African issues that have had international implications, such as apartheid in South Africa, the Congo crisis of 1960, sahelian droughts, Unilateral declaration of independence in Southern Rhodesia and the humanitarian intervention in Somalia.

**CIAD 662: Economic Development in Africa.****3 credits**

Studies the challenges of economic development in Africa, the impact of colonial rule on the economies of African states, intra-African trade, investment in Africa and the development of the informal sector. The impact of debt and structural adjustment programs, as well as the emergence of regional economic cooperation, will also be examined.

**CIAD 725: Conflict and Mediation in Africa.****3 credits**

Studies the complex emergence of conflicts in Africa. Assesses the role of agents and agencies in mediation, military intervention and peacekeeping. Examines policies and prospects for enduring conflict management and mediation strategies in Africa.

**CIAD 726: Regional Integration in Africa.****3 credits**

Studies the evolution of integration efforts in Africa since Kwame Nkrumah's call for a united Africa in the late fifties. Among the groups to be discussed are the Council of the Entente, East African Community, SADCC, South African Customs Union, Preferential Trade Area and ECOWAS.

**CIAD 727: Modern African History.****3 credits**

Examines the historical development in the diverse regions of Africa since the eighteenth century through the period of colonial rule to the beginning of the nationalist period after World War II.

**CIAD 729: Francophone Africa.****3 credits**

Studies French penetration and colonial policy and nationalist movements in former French territories. Examines the postindependence period and France's evolving political, economic, and military relations with Francophone Africa.

**CIAD 730: Lusophone Africa.****3 credits**

Focuses on Luso-African history and politics before and after the liberation wars. Analyzes the realities of continuing internal conflicts, peace and mediation, and the emergent social and political governance processes in the region.

**CIAD 803: Advanced Seminar in African Affairs.****3 credits**

Examines special topics in African affairs. Permission of the instructor is required.

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**B. Caribbean****Course Descriptions****CIAD 680: Peoples and Cultures of the Caribbean.****3 credits**

Studies the people and cultures of the islands in the Caribbean and the impact of the diverse colonial heritage of the Caribbean on belief systems, patterns of social interaction, literary and artistic expression and migration.

**CIAD 681: Political Economy of the Caribbean.****3 credits**

Examines the economic development of the Caribbean from slavery through the period of colonialism and mercantilism to the postindependence economies. Studies contemporary economic issues such as tourism, transportation and linkages with the European Union.

**CIAD 682: Regional Integration in the Caribbean.****3 credits**

Explores the various attempts to forge closer economic cooperation among Caribbean states. Studies the special ties among the Organization of Eastern Caribbean States (OECS) and the structure and functioning of the Caribbean Community (CARICOM).

**CIAD 732: The Caribbean in the Inter-American System.****3 credits**

Reviews the interaction between Caribbean and Latin American States, as well as the role of the Caribbean in the Organization of American States (OAS). Comparative analysis of issues such as human rights, political systems and social structures.

**CIAD 733: Politics of Haiti.****3 credits**

Studies the formation of the second "new nation" in the western hemisphere, the political evolution of Haiti through the Duvalier period to the present efforts to establish democracy under President Aristide. Examines the impact of the U.S. occupation of Haiti and its special relationship, as well as the historic social divisions within Haitian society.

**CIAD 734: Cuba and the Inter-American System.****3 credits**

Examines the political evolution of Cuba since 1898, the period of U.S. occupation, the transformation of Cuba under President Castro, and impact on Cuba of the dissolution of the Soviet empire. Studies Cuba's expulsion from the OAS and isolation in the region.

**CIAD 735: French Overseas Departments in the Caribbean.****3 credits**

Studies the political and economic evolution of Martinique, Guadeloupe and Guyana since the imposition of French colonial rule. Examines the special status of these three territories as external states (Departments) of France and the implication of this status for their relations with the rest of their Caribbean.

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**CIAD 736: Political Economy of the English-Speaking Caribbean. 3 credits**

Explores the evolution of the economies of the English-speaking Caribbean from the slavery period to the contemporary ties of Caribbean States to the British Commonwealth and the European Union. Discusses the special role the English-speaking Caribbean played in African nationalist and pan-Africanist movements.

**CIAD 737: Labor and Migration in the Caribbean. 3 credits**

Examines the problems of labor, employment and migration in the Caribbean. Covers the political activism of labor unions and their role in the nationalist movement.

**CIAD 738: History of the Caribbean. 3 credits**

Covers the history of the Caribbean from 1942 to 1945. Examines the shifting territorial linkages with European countries resulting from continental wars, the period of slavery, slave rebellions and the involvement of the Caribbean islands in the two world wars.

**CIAD 804: Advanced Seminar in Caribbean Affairs. 3 credits**

Examines selected topics in Caribbean affairs. Permission of the instructor is required.

**C. China****Course Descriptions****CIAD 439/539: Political Economy of the Pacific Rim. 3 credits**

Studies the evolution of the economies of the countries of the Pacific Rim since 1945. Special focus on factors contributing to the phenomenal economic development in Japan, Taiwan, Singapore, South Korea, and Hong Kong.

**CIAD 443/553: Political and Economic Development of Modern China. 3 credits**

Studies the internal political and economic development and the foreign contacts of China from the nineteenth century, through the period of the Republic in 1911, and the revolution in 1949 to the present.

**CIAD 452/552: Inter-State Relations in Asia. 3 credits**

Examines the inter-state relations in the Asian political system during the twentieth century, taking into account the emergence of Japanese power, the end of colonial rule, as well as the impact of East-West tensions and the nonaligned movement on the region.

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**Other World Regions****Course Descriptions****CIAD 740: Japanese Politics and Foreign Policy. 3 credits**

Studies the political development of Japan from 1868 to the present. Considers Japan's emergence as a regional power and its rise to economic preeminence since 1970.

**CIAD 741: Politics of the ASEAN States. 3 credits**

Explores the political development and inter-state relations of the Association of Southern Asian Nations (ASEAN) countries since 1945, as well as their changing policy priorities from military security to sustained economic growth.

**CIAD 742: Politics of South Asia Since 1945 - India, Pakistan and Bangladesh. 3 credits**

Examines the emergence of the nationalist movement in India, the partition and the creation of Pakistan, as well as the subsequent emergence of Bangladesh as a separate nation. Discusses the political, social, and economic problems of independent India, Pakistan and Bangladesh, as well as the ongoing conflict over Kashmir.

**CIAD 744: From the European Community to the European Union. 3 credits**

Examines the evolution of European integration after World War II to the present. Discusses the intellectual and political contributions of Jean Monnet, the European Coal and Steel Community, the Rome Treaty and the emergence of the EEC and its transformation after Maastricht into the European Union. Examines the implications of the dissolution of the Soviet Empire in 1989 on the EEC.

**CIAD 745: Human Rights in the Global System. 3 credits**

Studies the legal, political and social dimensions of the modern human rights movement and its implications from international affairs. Case studies will illustrate contemporary debates over the hierarchy of rights, the linkage between individual rights and national interests and the role of non-governmental organizations working in the human rights field.

**CIAD 746: East-West Relations Before and After the Cold War: 1945 - Present. 3 credits**

Studies the end of cohesion of the allied powers after World War II, the emergence of the cold war, and the regional and global competition between the US and the Soviet Union through 1990. Case studies will illustrate the dynamics of east-west competition. Covers the close economic and political cooperation between the U.S. and the Soviet Union beginning in 1990.

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**CIAD 747: From the Soviet Union to the Community of Independent States.**

**3 credits**

Covers the political development of the former Soviet Union from the 1917 revolution to Perestroika and Glasnost and the resulting dissolution of the USSR into a series of independent states. Special attention will be paid to the recent challenges of the transition to democracy and a free market economy.

**CIAD 748: Political and Economic Transition in Eastern Europe.**

**3 credits**

Studies political and economic developments in eastern Europe since 1945. The differential responses to Soviet hegemony will be discussed as well as the challenges facing the transitions to democracy and free market economies after 1989.

**CIAD 749: Politics of the Middle East.**

**3 credits**

Examines the background and the protracted conflict in the Middle East from the time of the Balfour Declaration to the present. Studies the creation of Israel in 1946, the successive Arab-Israeli wars, the efforts to resolve the Middle East conflict prior to and after the Camp David Accords and relations among pivotal Arab states.

**CIAD 750: Government and Politics in Latin America.**

**3 credits**

Studies the political development of Latin American states from 1850 to present. Analyzes the transitions from military rule to democratic governance. Discusses the impact of the Monroe Doctrine on U.S. hemispheric politics.

**CIAD 751: Regional Security Organizations.**

**3 credits**

Assesses the development of regional security organizations (OAS, OAU, and the Arab League) and military alliances (NATO, SEATO, and the Warsaw Pact) in the twentieth century. Examines the relationship between United Nations peace and security functions and those of regional organizations through selective case studies.

**GENERAL**

**Course Descriptions**

**CIAD 525: Internship.**

**3 credits**

An approved and supervised position with an international orientation. Minimal requirement of 240 hours of work.

**CIAD 640: Independent Research.**

**3 credits**

Opportunity for student to conduct individual research. The field and topic of research must be mutually agreed upon by the student and instructor. A student is permitted to take this course only once during the Master's program.

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**CIAD 705: Thesis Consultation.**

**1 credit**

Opportunity for students to receive minimal advice, guidance, and assistance from faculty during the final stages of writing and editing the Master's thesis.

**CIAD 706: Thesis Research.**

**3 credits**

Opportunity for students to receive advice, guidance, and assistance from faculty during the stages of designing and conducting research for the Master's thesis.

**CIAD 805: Dissertation Consultation.**

**1 credit**

Opportunity for students to receive minimal advice, guidance, and assistance from faculty during the final stages of writing and editing the Ph.D. dissertation.

**CIAD 806: Dissertation Research.**

**3 credits**

Opportunity for students to receive advice, guidance, and assistance from faculty during the stages of designing and conducting research for the Ph.D. dissertation.

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## SCHOOL OF BUSINESS ADMINISTRATION

**OFFICE OF THE DEAN**  
**101 Wright 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.

### 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 exchanges 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.

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### 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.

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## 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 CAUS-BA, 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 the 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 Workshop during orientation week.

### 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

<b>First Semester</b>	<b>Credit Hours</b>
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
<b>Second Semester</b>	
CSB 5410 Financial Management	4
CSB 5510 Introduction to Information Systems	3
CSB 5512 Macroeconomics	2
CSB 5710 Organizational Behavior	4
CSB 6610 Introduction to Managerial Accounting	3
<b>Third Semester</b>	
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
<b>Fourth Semester</b>	
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) of free electives in the graduate programs.

### SEQUENCE OF COURSES FOR THE WORKING PROFESSIONAL MBA PROGRAM

<b>First Session</b>		<b>Credit Hours</b>
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	0.5
SB 8514	Information Systems I	1
	IQQE	0
<b>Second Session</b>		
SB 8621	Managerial/Financial Acctg	2.3
SB 8420	Financial Management	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
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
SB 8440	Financial Markets (Section 1)	1.7
	or	
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	Management Information Sys. III	1.3
SB 8740	Managerial Communications	1
SB 8465	Global Business Strategy	1.3

SB 8741	Executive Leadership IV	0.25
SB 8451	Corporate Finance I	1.7
SB 8461	Corporate Finance II	1.7
	or	
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	1
SB 8452	Portfolio Management	1.7
SB 8462	Financial Strategy	1.7
SB 8261	Global Marketing	1.7
SB 8262	Sales Strategy	1.7
SB 8561	Database Management	1.7
SB 8463	Competitive Strategy	1.3
SB 8745	Bus. Legal Issues/Bus. Ethics	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 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 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, ENG-C 105, English Composition I, ENG-C 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.

<b><u>Freshman Year</u></b>		
<b>First Semester:</b>		<b>Semester Hours (17)</b>
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

<b>Second Semester:</b>		<b>Semester Hours (16)</b>
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 Computer Applications	3
CPSY 211	General Psychology	3

<b><u>Sophomore Year</u></b>		
<b>First Semester:</b>		<b>Semester Hours (18)</b>
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	3
or	or	3
CREL XXX	Religion Elective	

<b>Second Semester:</b>		<b>Semester Hours (16)</b>
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

<b><u>Junior Year</u></b>		
<b>First Semester:</b>		<b>Semester Hours (16)</b>
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

<b>Second Semester:</b>		<b>Semester Hours (15)</b>
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

<b><u>Senior Year</u></b>		
<b>First Semester:</b>		<b>Semester Hours (16)</b>
CBUS 335	Principles of Marketing	3
CBUS 405	Auditing	3
CBUS 426	Individual Income Tax	3
CBUS 460	Production and Operations Management	3
CBUS 495	Leadership and Professional Development III	1
	Graduate Elective	3

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

<b><u>Fifth Year</u></b>		
<b>First Semester:</b>		<b>Semester Hours (12)</b>
CSB 6618	International Accounting	3
CSB 6620	Cost Management Systems	3
CSB 6621	Current Accounting Theory and Practice	3
	Graduate Elective	3

<b>Second Semester:</b>		<b>Semester Hours (12)</b>
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.

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## MASTER OF ARTS IN ACCOUNTING PROGRAM

This program leads to the award of the Master of Arts in Accounting degree. The Master of Arts in Accounting 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 _____

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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 _____
	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.

## DESCRIPTIONS OF GRADUATE ACCOUNTING COURSES

### CSB 5606: Advanced Auditing. 3 credits

A one-semester course introducing theoretical, conceptual, practical, and traditional elements for conducting attestation engagements, internal auditing, operational auditing and compliance auditing. Prerequisite: CBUS 465: Advanced Accounting with a minimum grade of "C."

### CSB 5690: Fund Accounting. 3 credits

A one-semester course introducing basic concepts and techniques of fund accounting with reporting and management problems of not-for-profit organizations and governmental bodies. This course is not open to undergraduates majoring in Accounting who have not been accepted to the Dual-Degree Program in Accounting. Prerequisite: CBUS 304: Intermediate Accounting II with a minimum grade of "C."

### 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.

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**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**

A one-semester course introducing major issues in International Accounting with reference to influences of different environments and their impact on the setting of international accounting standards. This course includes comparison of GAAP in selected major economies and a review of harmonization efforts of international accounting standards by the IASC, EC, OECD and the UN. *Prerequisite: CBUS 465: Advanced Accounting with a minimum grade of "C."*

**CSB 6620: Cost Management Systems.** **3 credits**

A one-semester course introducing principles of cost-systems design. Using a case-study approach, cost management systems from actual businesses are described in detail. Students analyze, discuss and present cost-management issues for measuring business performance and for strategic decision making on pricing, product mix, process technology and product design. Students also learn how to identify the symptoms and root causes of cost-system failures. *Prerequisite: CBUS 305, Cost Accounting or CSB 6610: Managerial Accounting with a minimum grade of "C."*

**CSB 6621: Current Accounting Theory and Practice.** **3 credits**

A one-semester course including an intensive study of current accounting theory and practice as embodied in current literature and in the official pronouncements of the American Institute of Certified Public Accountants (AICPA), the Financial Accounting Standards Board (FACSB) and the Securities and Exchange Commission. *Prerequisite: CBUS 465: Advanced Accounting with a minimum grade of "C."*

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

A one-semester course including an intensive study of the design, development, implementation, operation, and maintenance of accounting information systems as a subset of business' management information systems. *Prerequisite: CBUS 308, Accounting Information Systems with a minimum grade of "C."*

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**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**

**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 Hall, Room 99-B**

**Telephone: 404-880-8450**

**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. 60 hours are required for MBA degree.

**MBA CORE COURSES**

(REQUIRED FOR ALL MBA PROGRAM STUDENTS)

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**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  
Develop 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.*

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**CSB 6523: Business Forecasting Methods.** 3 credits  
Develops a conceptual framework of business forecasting methods. Students have hands-on experience with applications of a wide 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 (WPMBA)

**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  
Define the terms Quality, SQC (SPC), and TQM. Provide an overview of continuous process improvement (Kaizen) and various tools designed to control and monitor the process. Discuss process control chart, Deming's PDCA cycle, cost of quality, process capability, six sigma standard, Taguchi method, Pareto diagram, and Ishikawa diagram. Compare and contrast 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.

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**CSB 8541: Operations Management.****1.5 credits**

Develop 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**

Introduce the students to the broad 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 of dealing with real-world business problems. Students are given latitude to pursue topics in a wide 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 wide range of forecasting methods and major issues in forecasting are addressed to improve forecast accuracy and enhance quality in decision making.

**ECONOMICS DEPARTMENT****McPheeters-Dennis Hall, Room 331****Telephone: 404-880-6273****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 graduate study in economics 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 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 on it. 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.

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Students enrolled in the Department for more than four years may be asked to 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.)**

### Quantitative Economics

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

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## 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
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\* Two (2) courses (from area courses)

### 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.*

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**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. Analyze 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.*

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**CECO 531: Seminar/Topics in Labor Economics.**  
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.

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## 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 Hall, Room 200

Telephone: 404-880-8640

#### 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 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 the 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 (CSB6416) in addition to a minimum of three additional finance electives from the list of electives described in this section. 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 inter-

national forces on foreign investment and cash flows and develop 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 method 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 only take 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 portfo-

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lio management context. Emphasis on performance measurement, equilibrium pricing and valuation models, anomalies and other strategies. Teaching method 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 only take 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**

**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

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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.

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**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 macro economic environment.

**CSB 8465: Global Business and Finance.****1.3 credits**

This course in 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.

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**MANAGEMENT DEPARTMENT****Wright Hall, 200-B****Telephone: 404-880-8453****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 MBA students)

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**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 (WPMBA)**

**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 you have practical knowledge that spans all three levels of organizational behavior.

**CSB 8741: Leadership.** 4 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.

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**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.

#### **MARKETING DEPARTMENT**

**Wright 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)

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**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 advertising campaigns in a global setting 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 employ current complex cases for analysis and integration of the various marketing functions. *Prerequisite: SB 5210.*

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**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 post-launch 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)

**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: SB 5210.*

**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.

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**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 post-launch controls, and abandonment.

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**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, Exceptional Education and Psychological Studies, Curriculum, and Educational Leadership. The Master's 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, Early Childhood Education, Middle Grades Education, Secondary Education (English, Mathematics, Broad Field Science, Broad Field Social Science and Exceptional Student Education ) and the following P-12 Programs (French, Spanish, Music, Health and Physical Education). 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.

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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 any two of the three papers 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 at least 700 on any two papers of the GRE General Test,
4. hold fifth-year certification in the program area of application,
5. have at least three years of successful 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.
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 at least 750 on any two papers of the GRE General Test.
5. show evidence of leadership potential.

All applications must be accompanied by a Statement of Intent, a resume, and three 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.

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### **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 Praxis I and/or II (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 students in Master's degree programs must satisfy the communications skills requirements in their first semester of matriculation. Students must register for SED 500: Communications Skills, to satisfy this requirement.

#### **SED 500: Communications Skills. Each Semester, 0 credits**

Students receive analysis of their reading and writing skills; identification of problem areas, practice in improvement in problem areas, tutoring in general test-taking skills. The communication skills exam is administered once in the fall semester and once in the spring semester. Successful students are exempted from the remainder of the course.

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:

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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. Satisfactory completion of an approved program of study of at least thirty (30) semester hours. Some programs may require more.
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. Maintain 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.

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### **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. Maintain 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 degree program 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 specialist and doctoral levels up to six 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.

### **COUNSELING, EXCEPTIONAL EDUCATION AND PSYCHOLOGICAL STUDIES**

**Clement Hall, Room 301**

**Telephone: 404-880-8516/404-880-8508**

The Department of Counseling, Exceptional Education and Psychological Studies offers programs leading to Master of Arts degrees in School Counseling, Community Counseling, and Interrelated Special Education.

The curricula of the department are designed to develop competency in teaching and counseling, stimulate original research, and serve the educational enterprise with creative scholarship and effective practice.

### **ACADEMIC DEGREES**

**School Counseling and Community Counseling Programs  
Admission Requirements**

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Applicants to the School Counseling and Community Counseling programs must meet the general requirements of the University and the School of Education. Specific requirements include: (a) a minimum undergraduate grade point average of 2.6; (b) a minimum combined score of 650 on the verbal and quantitative sections of the Graduate Record Examination (GRE); and (c) submission of a resume, a writing sample, and an official transcript of all undergraduate and graduate courses taken.

The Master of Arts degree in School Counseling is designed to prepare students for school counseling positions in public or private elementary, middle, or secondary schools. At the completion of the program, graduates are eligible for State of Georgia Certification in School Counseling. The curriculum of this program meets the standards of preparation as set forth by the Professional Standards Commission-State of Georgia (PSC) and the National Council for Accreditation of Teacher Education (NCATE).

### **Degree Requirements**

1. Minimum of 48 semester credit hours, including 100 clock hours of practicum and 600 clock hours of internship experience in a school setting;
2. Grade of B or better in all core courses;
3. Minimum cumulative GPA of 3.0;
4. Satisfactory completion of the Communications Skills requirement; and
5. Satisfactory completion of the departmental Comprehensive Examination.

### **Master of Arts in Community Counseling**

The Master of Arts degree in Community Counseling is designed to prepare 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. The curriculum of this program is aligned with the basic requirements for licensure as a Professional Counselor in Georgia and qualifies graduates to take the National Board of Certified Counselor's Examination.

### **Degree Requirements**

1. Minimum 48 semester credit hours, including 100 clock hours of practicum and 600 clock hours of internship experience in a community setting;
2. Grade B or better in all core courses;
3. Minimum cumulative GPA of 3.0;
4. Satisfactory completion of the Communications Skills requirement; and
5. Satisfactory completion of the Comprehensive Examination.

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## **Exceptional Student Education Programs**

### **Programs in Exceptional Student Education**

Programs in Exceptional Student Education are offered for the Master of Arts degree in Interrelated Special Education and for post-baccalaureate certification in learning disabilities, behavior disorders, and mental retardation/intellectual disabilities. Also, endorsements are offered in several program areas.

### **Master of Arts in Interrelated Special Education**

The Mast of Arts degree in Interrelated Special Education is designed to prepare students to instruct children and youth with mild disabilities. Emphasis is placed on presenting best practices for integrating technology into the curriculum and on developing specific teaching competencies for the continuum of educational placements. The curriculum also focuses on the development of the collaborative skills necessary for the instruction of students with disabilities in the inclusive classroom.

### **Admission Requirements**

Applicants to the Exceptional Student Education programs must meet the general requirements of the University and the School of Education. Students not currently holding a teaching certificate are required to take additional course work.

### **Degree Requirements**

1. Minimum of 36 semester credit hours (students who do not possess a teaching certificate will be required to complete additional course work);
2. Grade of B in designated courses;
3. Minimum cumulative GPA of 3.0;
4. Satisfactory completion of the Communications Skills requirement; and
5. Satisfactory completion of the Comprehensive Examination.

### **Course Descriptions: Counseling and Psychological Studies**

Note: The Department of Counseling, Exceptional Education, and Psychological Studies is responsible for the following undergraduate service courses: CCPS 301 and CCPS 398.

**CCPS 301: Educational Psychology.**

**Fall, Spring, 3 credits**

**CCPS 398: Adolescent Psychology.**

**Fall, 3 credits**

An examination of the biological, social, cultural, cognitive, and psychological factors that influence adolescent growth and development.

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**CCPS 501: Introduction to Counseling.** **Fall, Spring, 3 credits**

Provides a philosophical orientation to the counseling profession. Addresses the characteristics of effective counselors, nature of the therapeutic relationship, and processes of counseling. Activities are both didactic and experiential in nature.

**CCPS 502: Helping Relationship Skills.** **Spring, 3 credits**

Provides a broad understanding of the philosophic foundations of the helping processes necessary for building therapeutic relationships, including cross-cultural counseling theories and their applications. Students will develop intrapersonal and interpersonal relationships through practice as well as counseling skills and techniques essential for fostering effective helping relationships. *Prerequisite: CCPS 501 and CCPS 504.*

**CCPS 503: Human Growth and Development.** **Fall, Spring, 3 credits**

Provides an overview of the biological, psychosocial, and cognitive aspects of human growth and development across the life span.

**CCPS 504: Theories of Counseling.** **Fall, 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.** **Fall, 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. *Prerequisites: CCPS 501, 502*

**CCPS 506: Career Counseling.** **Spring, 3 credits**

Trains students to obtain, organize, integrate, utilize and evaluate the relevance, quality, and reliability of educational and occupational information. *Prerequisites: CCPS 501.*

**CCPS 507: Research and Measurement.** **Fall, Spring, 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.

**CCPS 508: Individual and Group Appraisal.** **Spring, Summer, 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.

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**CCPS 509: Counseling Diverse Populations.** **Fall, 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.** **Fall, 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 service practitioners. *Prerequisite: 501.*

**CCPS 512 Behavioral Statistics.** **Spring, 3 credits**

Emphasizes use of statistical techniques to describe, compare and predict probable trends in large and small samplings of data.

**CCPS 520: Organization and Administration of Guidance and Counseling Services.** **Fall, Spring, 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. *Prerequisites: 501, 502, 503, 504, 505, and 506.*

**CCPS 521: Elementary/Middle School Counseling.** **Fall, 3 credits**

Focuses on counseling theory and practice; developing, implementing, and 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 elementary and middle school learners. *Prerequisites: 501, 502, 503, 504, 505, and 506.*

**CCPS 522 Secondary School Counseling.** **Spring, 3 credits**

Focuses on counseling theory and practice; developing, and implementing, and 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 secondary school learners. *Prerequisites: 501, 502, 503, 504, 505, and 506.*

**CCPS 530: Community Counseling.** **Fall, 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, goal formulation, intervention design and program evaluation. *Prerequisites: 501, 502, 503, 504, 505 and 506*

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**CCPS 532: Counseling Couples and Families.** Fall, 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: 501, 502, 503, 504, 505 and 506*

**CCPS 533: Counseling Children and Adolescents.** Spring, 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.

**CCPS 535: Abnormal Psychology and Diagnostic Systems.** Fall, 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.

**CCPS 537: Employee Assistance Program Counseling.** Summer, 3 credits  
Focuses on the role and function of counselors in the workplace in providing helping services for employees and their families.

**CCPS 540: School Counseling Internship I.** Fall, Spring, 3 credits  
Supervised field placement of students. *Prerequisites: 520, 521, 522*

**CCPS 541: School Counseling Internship II.** Fall, Spring, 3 credits  
Continuation of supervised field placement. *Prerequisite: 540.*

**CCPS 542: Community Counseling Internship I.** Fall, Spring, 3 credits  
Supervised field placement of students. *Prerequisite: 530*

**CCPS 543: Community Counseling Internship II.** Fall, Spring, 3 credits  
Continuation of supervised field placement. *Prerequisite: 543.*

**CCPS 585: Thesis.** Fall, Spring, 3 credits  
Research-oriented project for students electing to write a thesis. *Prerequisite: Approval of department chairperson.*

**CCPS 590: Master's Advisement.** Fall, Spring, 1 credit  
Maintains status of students for preparation and administration of comprehensive examination. *Prerequisite: Approval of department chairperson.*

**CCPS 677: Independent Study in Counseling.** Fall, Spring 1 credit  
Independent study of a specific topic of interest to the student in the area of counseling under the guidance of a departmental faculty member. *Prerequisite: Approval of both the faculty member and the department chairperson.*

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## Course Descriptions: Counseling and Psychological Studies

Note: The Department of Counseling, Exceptional Education, and Psychological Studies is responsible for the following undergraduate service course: CEDS 425.

<b>CEDS 425:</b>	<b>CEDS 589:</b>	<b>CEDS 637:</b>
<b>CEDS 571:</b>	<b>CEDS 590:</b>	<b>CEDS 639:</b>
<b>CEDS 572:</b>	<b>CEDS 591:</b>	<b>CEDS 642:</b>
<b>CEDS 573:</b>	<b>CEDS 592:</b>	<b>CEDS 643:</b>
<b>CEDS 575:</b>	<b>CEDS 593:</b>	<b>CEDS 666:</b>
<b>CEDS 576:</b>	<b>CEDS 594:</b>	<b>CEDS 667:</b>
<b>CEDS 578:</b>	<b>CEDS 595:</b>	<b>CEDS 677:</b>
<b>CEDS 579:</b>	<b>CEDS 596:</b>	<b>CEDS 694:</b>
<b>CEDS 580:</b>	<b>CEDS 597:</b>	<b>CEDS 695:</b>
<b>CEDS 581:</b>	<b>CEDS 598:</b>	
<b>CEDS 582:</b>	<b>CEDS 599:</b>	
<b>CEDS 583:</b>	<b>CEDS 600:</b>	
<b>CEDS 584:</b>	<b>CEDS 601:</b>	
<b>CEDS 585:</b>	<b>CEDS 602:</b>	
<b>CEDS 586:</b>	<b>CEDS 603:</b>	
<b>CEDS 587:</b>	<b>CEDS 604:</b>	
<b>CEDS 588:</b>	<b>CEDS 605:</b>	
	<b>CEDS 606:</b>	

## Exceptional Education

### COURSE DESCRIPTIONS

**CEDS 425: Introduction to Exceptional Education.** Spring, Summer, Fall, 3 credits  
This course is designed to introduce undergraduate students to problems of children with intellectual, physical disabilities or emotional limitations and to diverse programs to meet their needs. Emphasis is given to definitions and characteristics of exceptional children and youth with particular attention to the educational service delivery systems that infuse technology designed to meet the special learning needs of exceptional children. Special permission is required to take a distance learning course.

**CEDS 571: Nature and Characteristics of Preschool Children with Disabilities.** Summer Workshop, 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: CEDS 580, 578, 579, or equivalent certification in Early Childhood Education/Elementary Education.*

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**CEDS 572: Curriculum and Methods of Teaching Children with Preschool Disabilities.** Summer Workshop, 3 credits

Innovated curricula, technologies and appropriate instructional planning of pre-school children with disabilities, behavior management, assessment, intervention strategies for children 0-5 years and program evaluation. *Prerequisite: CEDS 578, 579, 580 or prior teaching experiences.*

**CEDS 573: Internship in Preschool Disabilities.** Summer (150 Contact Hours), 3 credits

Directed observation and participation with young children in PK-primary programs. Course may be repeated (3-6 semester hours). Completion of CEDS 571/572 (Students must register for their area of concentration plus weekly seminar CEDS 606.)

**CEDS 575: Student Teaching in Exceptional Education.** Spring, Summer, Fall (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.** Spring, 3 credits

Focuses on issues pertinent to cultural diversity (race, ethnicity, gender, religion, etc.) and the ramifications of diversity for education.

**CEDS 578: Behavior Management.** Spring, Summer, 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.** Fall, 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.** Spring, Summer, Fall, 3 credits

Studies characteristics, development, and education of exceptional children.

**CEDS 581: Nature and Characteristics for the Intellectually Disabled.** Summer, Fall, 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: CEDS 578, 579 and 580.*

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**CEDS 582: Methods and Materials for the Intellectually Disabled.** Summer, Fall, 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: CEDS 578, 579, 580 and 581.*

**CEDS 583: Career and Vocational Assessment.** Spring, 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.** Spring, 3 credits

Provides a review of a variety of assessment techniques and standardized evaluation tools for program planning purposes and applied 20th-century approaches. Examines and utilizes specific Diagnostic/Remedial and Writing education evaluations techniques with individuals and groups. *Prerequisites: CEDS 580 (one Nature and one Methods course or provisional certification).*

**CEDS 585: Development Problems in Speech and Language.** Spring, 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.** Fall (160 clock hours, 8-week field experience), 3 credits

Supervised teaching experience with intellectually disabled. *Prerequisite: 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.** Summer, (workshop), Fall, 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.** Summer, Fall, 3 credits

Examines the possible etiologies, theories, and academic and social-emotional characteristics regarding individuals with learning disabilities

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**CEDS 589: Practicum for Learning Disabilities.**

**Fall (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.**

**Summer & Fall (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, Needs and Characteristics of Interrelated Education.**

**Summer, Fall, 3 credits**

Provides and in-depth examination of characteristics, similarities, and differences among BD, LD, and MID children; seminar for interrelated teachers (Approval of Department of CEEPS).

**CEDS 592: Methods, Materials and Curriculum for Interrelated Learners.**

**Summer, Fall, 3 credits**

Helps teachers develop skills in developing and implementing writing a variety of multiteaching techniques for individuals and groups manifesting academic problems in general settings. *Prerequisites: CEDS 579, 580 and 591 (Approval of Department of CEEPS).*

**CEDS 593: Practicum for Interrelated Teachers.**

**Fall (160 clock hours, 8-week field experience), 3 credits**

Supervised practicum with behavioral disordered, learning disabled, and mild intellectual-disabled children. *Prerequisites: CEDS 579, 580, 591 and 592 (Students must register for their area of concentration plus weekly seminar CEDS 606.).* (See Handbook.)

**CEDS 594: Internship for Interrelated Teachers.**

**Summer, Fall (400-clock hours, 10-week field experience), 3 credits**

Supervised internship as instructional facilitator in divers classroom settings. *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.**

**Summer, Fall, 3 credits**

Studies etiology, diagnosis and treatment and characteristics of emotional and behavioral disorders of children and youth.

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**CEDS 596: Practicum for Teachers of Children with Behavioral Disorders.**

**Fall (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.**

**Spring, Summer (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.**

**Summer, Fall, 3 credits**

Provides experience in developing, analyzing, evaluating, and implementing methods and materials used with students diagnosed as Behavioral Disorders. *Prerequisites: CEDS 579, 580 and 595.*

**CEDS 599: Internship for Teachers of the Intellectually Disabled.**

**Fall (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. Spring, 3 credits**

Experiences in evaluating curriculum for exceptional children, with an emphasis on examining effective teaching strategies and materials for use in the inclusive classroom.

**CEDS 601: Nature and Identification of the Gifted/Talented. Summer, 3 credits**

Provides understanding of the psychology and characteristics of the gifted; also provides understanding of the gifted who are culturally different or atypically handicapped within the overview of exceptionality (Summer Workshop or Staff Development Workshop).

**CEDS 602: Curriculum and Methods of Teaching the Gifted.**

**Summer Workshop, 3 credits**

Provides experiences in developing, analyzing and evaluating the curriculum, methods and materials used with the gifted. *Prerequisites: CEDS 601 (Summer Workshop/Staff Development Workshop).*

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**CEDES 603: Practicum for Teachers of Gifted Children and Youth.**

**Summer Workshop, 3 credits**

Supervised practicum with gifted children emphasizing identification, testing and writing prescriptive programs for the gifted. *Prerequisites: CEDES 601 and 602.*

**CEDES 604: Internship for Teachers of Gifted Education.**

**Summer Workshop, 3 credits**

Supervised teaching experience with gifted children. *Prerequisites: CEDES 601, 602 and 603.*

**CEDES 605: Diagnostic Reading for Teaching Reading.** **Summer, Fall, 3 credits**

Principles, strategies, causes and methods of teaching and diagnosis of reading problems/difficulties for exceptional students (K-12). Provides a balance between inclusive theories and practices. Satisfies Georgia special requirements. *Prerequisites: CEDES 578, 579, and 580.*

**CEDES: 606 Seminar for All Students Enrolled in Practicum, Internship and Student Teaching.** **Spring, Summer, Fall, 0 credits**

Students discuss issues, trends and challenges related to teaching exceptional students. Emphasis is placed on the application and comparison of theory with actual field experiences at various levels.

**CEDES 637: Current Issues and Trends in Exceptional Education.** **Fall, 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.

**CEDES 639: Organization, Administration and Supervision of Exceptional Classes.**

**Spring, 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.

**CEDES 642: Career Development for Exceptional Children and Youth.**

**Spring, 3 credits**

Studies career programs and transitional issues for individuals with disabilities.

**CEDES 643: Counseling Families of Exceptional Children and Youth.**

**Spring, 3 credits**

Examines collaborative counseling role of special educators and the techniques for facilitating intellectual, emotional and social growth of individuals with disabilities.

**CEDES 666: Thesis/Project Writing.** **Summer, Fall, 1 or 3 credits**

Preparation and presentation of the thesis outline and completion of a thesis or project under the supervision of a faculty advisor.

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**CEDES 667: Thesis Advisement/Project Writing.**

**Summer, Fall, Spring, 1 or 3 credits**

Prerequisites: CEDES 666 and satisfactory completion of the comprehensive examination (may be repeated).

**CEDES 677: Independent Study.** **Spring, Summer, Fall, 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).

**CEDES 694: Directed Research.** **Spring, Summer, Fall, 1 or 3 credits**

Studies and projects solution for major operational problems. Provides guidance in the preparation and completion of the proposal for the Ed.S. thesis or project. Students must propose, implement and infuse human technological changes. Students must adhere to APA standards and guidelines.

**CEDES 695: Internship for Education Specialist in Exceptional Education.**

**Summer (150-clock hours), 3 credits**

Supervised internship to develop and strengthen competencies as supervisory personnel.

**CEDES 698: Legislative and Legal Aspects in Exceptional Education.**

**Fall, 3 credits**

Examines legislation, federal regulations, constitutional law, and litigation which impact on the lives of individuals with disabilities.

**CURRICULUM DEPARTMENT**

**Clement Hall, Room 101**

**Telephone: 404-880-6334**

**(Effective Spring 2005 M.A. and M.A.T. programs are discontinued)**

The Department of Curriculum offers graduate programs leading to the Master of Arts and the Master of Arts in Teaching degrees. Students should clarify their degree declaration with their faculty advisors. The Master of Arts in Teaching (M.A.T.) degree qualifies students for receiving teacher certification at the initial level. The Master of Arts (M.A.) degree is designed for the certified teacher or the education professional who is currently working in a setting that does not require state certification. Students in the M.A. program who wish to be certified may need additional courses and/or field experiences in order to become eligible for teacher certification by the state. And additional course work may be required for students whose academic preparation has been in an area different from the area in which the student is seeking the Master of Arts degree.

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### Master of Arts in Teaching Degree

**(Effective Spring 2005 the M.A.T. in Middle Grades Education is discontinued. Students currently admitted to the Teacher Education Program must complete program by May 2007.)**

The Master of Arts in Teaching in Middle Grades Education (science and mathematics concentrations) is designed for students holding a degree in a highly related field who are seeking initial teacher certification for grades 4-8.

The Master of Arts in Teaching in Secondary Education (science and mathematics concentrations) prepares students holding a degree in a highly related field who are seeking initial teacher certification for grades 7-12.

### Master of Arts Degree

**(Effective Spring 2005 all M.A. programs in the Department of Curriculum are discontinued. Students currently admitted to the Teacher Education Program must complete program by May 2007.)**

The Master of Arts degree in Early Childhood Education enhances the teachers' knowledge, skills and dispositions for teaching children in grades P-5. It is also designed for other professionals in education related fields.

The Master of Arts degree in Middle Grades Education is designed for individuals teaching grades 4-8. Teachers focus on at least two (2) areas of content for the middle grades from among science, mathematics, social studies, and language arts.

The Master of Arts degree in Secondary Education allows for special preparation in English, mathematics, science, and social sciences. Students are supported in their teaching at secondary (grades 7-12) or postsecondary levels.

### 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, statement of intent.
- Candidates seeking initial teacher certification must pass or be exempt from Praxis I.
- These documents 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.
- 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.
- Present a minimum composite score of 650 on any two parts of the Graduate Record Exam (GRE) General Test.
- Offer an undergraduate record showing sufficient preparation in general studies and a major supportive of the program area of application.
- Document a personal background consistent with state certification requirements (those seeking certification).

### DEGREE REQUIREMENTS ( Minimum of 30 hours for all degrees)

**Students seeking teacher certification must pass or be exempt from all relevant examinations required for certification by the state of Georgia, currently Praxis I and Praxis II. 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.**

#### Completion of one of the following courses of study:

Area of Study	Credit hours
Master of Arts in Teaching in Middle Grades or Secondary Education	
Technology-based Research, Evaluation and Pedagogical Practices	9
Technology-based Customized Advanced Curriculum and Content	12
Technology-based Action Research and Content	<u>12-15</u>
	30-36
Master of Arts in Early Childhood/Middle Grades	
Humanistic and Behavioral Studies	6
Research/Statistics	3
Specialty/Contents and Methods	21

Electives	<u>9</u>
	39
Master of Arts in Secondary Education: English, Science, Mathematics, Social Sciences	
Humanistic and Behavioral Studies	6
Research/Statistics	3
Specialty/Content and Methods (including the appropriate methods course)	21
Electives	<u>6</u>
	39

#### PLANNED PROGRAMS OF STUDY

##### **Master of Arts in Teaching: Middle Grades Education**

###### 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 II

CEDC 538	Trends, Issues and Approaches in Middle Grades and Secondary Curriculum (3)
CEDC 538P	Clinical Observation and Evaluation (0)
Select two courses for one concentration and one for the other concentration:	
<u>Science:</u>	
CEDC 508	Physical Science for the Middle Grades (3)
CEDC 510	Earth Systems Science (3)
CBIO or CCHE	Any graduate level biology or chemistry course selected in consultation with advisor (3)
<u>Mathematics:</u>	
CEDC 515	Teaching Algebra Concepts: 6-12 (3)
CEDC 516	Teaching Geometry Concepts: 6-12 (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 (0-3)
CEDC 596	Internship - Middle Grades Education (0-6)
CEDC 546	Middle Grades Integrated Standards-Based Content Capstone Course (3)
CEDC 546P	Practicum (0)
Select one content course from the previous list (3)	

##### **Master of Arts in Teaching: Secondary Education (Broad-Field Science)**

###### 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 II

CEDC 538	Trends, Issues and Approaches in Middle Grades and Secondary Curriculum (3)
CEDC 538P	Clinical Observation and Evaluation (0)
Select three courses in content area depending on science background:	
CEDC 510	Earth Systems Science (3)
CEDC 571	Physics for Secondary School (3)
CBIO or CCHE or CPHY	Any graduate level biology or chemistry course selected in consultation with the student's advisor (3)

###### Segment III

CEDC 553	Educational Research Practitioner's Paper (0-3)
CEDC 597	Internship - Secondary Education (0-6)
CEDC 572	Chemistry in Secondary Schools (3)
CBIO or CCHE or CPHY	Any graduate level biology or chemistry course selected in consultation with advisor (3)

##### **Master of Arts in Teaching: Secondary Education (Mathematics)**

###### 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 II

CEDC 538	Trends, Issues and Approaches in Middle Grades and Secondary Curriculum (3)
CEDC 538P	Clinical Observation and Evaluation (0)
Select three courses in content area depending on science background:	
CEDC 568	Geometry in Secondary Schools (3)
CEDC 569	Mathematics in Secondary Schools and College (3)
CMAT	Any graduate level mathematics course selected in consultation with the student's advisor (3)

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Segment III

- CEDC 553 Educational Research Practitioner's Paper (0-3)
- CEDC 597 Internship - Secondary Education (0-6)
- CEDC 550 Calculus for Secondary Schools (3)
- CMAT Any graduate level mathematics course selected in consultation with the student's advisor (3)

**Master of Arts: Early Childhood Education**

- CCPS 507 Research and Measurement OR CEDC 551 Research Design and Evaluation in Education, CEDC 552 Action Research Seminar (3)
- CEDC 501 Psychology of early Childhood (3)
- CEDC 502 Curriculum Planning for Early Childhood Education OR
- CEDC 532 Trends, Issues and Approaches in Early Childhood Education (3)
- CEDC 503 Methods of Teaching in Early Childhood (3)
- CEDF 553 Schooling and the Urban Community OR CEDC 530 Foundations of Culturally Responsive and Relevant Pedagogical Practices (3)
- CEDC 506 Methods of Teaching Science: K-4 (3)
- CEDC 512 Teaching Mathematics: K-4 (3)
- CEDC 521 Teaching Social Studies: K-4 (3)
- CEDC 525 Health and Physical Education in Early Childhood (3)
- CEDC 526 Curricular Integration of Creative Experiences for Young Children (3)
- CEDC 580 Language Acquisition and Development: Birth to Age Twelve (3)
- CEDC 581 Reading Instruction: K-4 (3)  
Elective selected in consultation with the student's advisor (3)

**Master of Arts: Middle Grades Education**

- CCPS 507 Research and Measurement (3)
- CCPS 502 Behavioral Statistics (3)
- CCPS 503 Human Growth and Development (3)
- CEDF 553 Schooling and the Urban Community or CEDF 550 History of Urban Education or CEDC 530 Foundations of Culturally Responsive and Relevant Pedagogical Practices with CEDC 530P Clinical Observation and Evaluation (3)
- CEDC 546 Middle Grades Integrated Standards-Based Content Capstone Course with CEDC 546P Practicum (3)
- CEDC 504 Curriculum Planning for the Middle Grades or CEDC 538 Trends, Issues and Approaches in Middle Grades and Secondary Curriculum with CEDC 538P Clinical Observation and Evaluation (3)
- CEDC 505 Methods of Teaching in Middle Grades (3)  
Content area: 18 credit hours selected across two areas in consultation with the student's advisor

Language Arts (other courses may be acceptable):

- CEDC 580 Language Acquisition and Development: Birth to Age Twelve (3)
- CEDC 583 Reading Instruction: 4-8 (3)
- CLIS 541 Literature for Young Adults or CEDC 541 Literature for Young Adults (3)
- CENG 581 History of the English Language (3)  
Social Science (other courses may be acceptable):
- CEDC 522 Teaching Social Studies: 4-8 (3)
- CEDC 523 Social Studies: Cultural Diversity (3)  
Mathematics (other courses may be acceptable):
- CEDC 513 Teaching Mathematics: 4-8 (3)
- CEDC 515 Algebra for the Middle Grades (3)
- CEDC 516 Geometry for the Middle Grades (3)
- CEDC 517 Mathematics Problem Solving with Microcomputers for the Middle Grades (3)  
Science (other courses may be acceptable):
- CEDC 507 Teaching Science: 4-8 (3)
- CEDC 508 Physical Science for the Middle Grades (3)
- CEDC 509 Biology for Middle Grades (3)
- CEDC 510 Earth Systems Science (3)

**Master of Arts: Secondary Education (English)**

- CCPS 507 Research and Measurement (3) OR
- CEDC 551 Research Design and Evaluation in Education with CEDC 552 Action Research Seminar (3)
- CCPS 512 Behavioral Statistics (3)
- CCPS 503 Human Growth and Development (3)
- CEDF 553 Schooling and the Urban Community OR CEDF 550 History of Urban Education (3) OR Foundations of Culturally Responsive and Relevant Pedagogical Practices (3)
- CEDC 561 Secondary/Postsecondary Curriculum Planning (3)
- CEDC 564 English in the Secondary School and College (3)
- CENG 580 Modern Linguistics (3)  
OR
- CENG 581 History of the English Language (3)
- CENG 560 Literary Theory and Criticism (3)
- CENG 512 American Romantics (3)
- CENG 513 American Realism and Naturalism (3)
- CEDC 584 Reading in the Secondary School and College (3)
- CENG 502 Pro-Seminar: Materials and Methods of Research (3)  
Elective: Three credit hours which may include the following selected in Consultation with the student's advisor
- CENG 514 The American Novel (3)
- CENG 515 Contemporary Ethnic American Literature (3)
- CENG 516 Major Authors (3)

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CENG 540 The British Novel (3)

**Master of Arts: Secondary Education (Broad-Field Social Science)**

CCPS 507 Research and Measurement (3) OR  
CEDC 551 Research Design and Evaluation in Education with  
CEDC 552 Action Research Seminar (3)  
CCPS 512 Behavioral Statistics (3)  
CCPS 503 Human Growth and Development (3)  
CEDF 553 Schooling and the Urban Community OR CEDF 550  
History of Urban Education (3) OR Foundations of  
Culturally Responsive and Relevant Pedagogical Practices (3)  
CEDC 561 Secondary/Postsecondary Curriculum Planning (3)  
CEDC 562 Methods of Teaching in the High School and College (3)  
CSOC 523 Urban Sociology (3)  
CPSC 548 U.S. Constitutional Law (3)  
CPSC 511 American Federalism (3)  
CECO 500 Advanced Macroeconomics Theory (3)  
CHIS 630 Historical Trends and Concepts: Western World and Russia (3)  
CHIS 563 The African -American in the U.S. (3)  
Any graduate level social science course selected in consultation  
with the student's advisor (3)

**Master of Arts: Secondary Education (Broad-Field Science)**

CCPS 507 Research and Measurement (3) OR  
CEDC 551 Research Design and Evaluation in Education with CEDC  
552 Action Research Seminar (3)  
CCPS 512 Behavioral Statistics (3)  
CCPS 503 Human Growth and Development (3)  
CEDF 553 Schooling and the Urban Community OR CEDF 550  
History of Urban Education (3) OR Foundations of  
Culturally Responsive and Relevant Pedagogical Practices (3)  
CEDC 561 Secondary/Postsecondary Curriculum Planning (3)  
CEDC 570 Science in the Secondary School and College  
CEDC 571 Physics for Secondary School Teachers  
CEDC 572 Chemistry for Secondary School Teachers  
CEDC 573 Biology for Secondary School Teachers  
CEDC 510 Earth Systems Science (3)  
Two courses selected in the student's specialty area:  
CBIO 506 Cell Biology (3)  
CBIO 508 Developmental Biology (3)  
CCHE 532 Organic Synthesis (3)  
CCHE 551 Biochemistry (3)  
CPHY 501 Classical Mechanics (3)  
CPHY 503 Electrodynamics (3)  
CCIS 500 Applications Software (3)  
Any graduate level course selected in consultation with the student's advisor (3)

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**Master of Arts: Secondary Education (Mathematics)**

CCPS 503 Research and Measurement (3) OR  
CEDC 551 Research Design and Evaluation in Education with CEDC  
552 Action Research Seminar (3)  
CCPS 512 Behavioral Statistics (3)  
CCPS 503 Human Growth and Development (3)  
CEDF 553 Schooling and the Urban Community OR CEDF 550  
History of Urban Education (3) OR Foundations of  
Culturally Responsive and Relevant Pedagogical Practices (3)  
CEDC 561 Secondary/Postsecondary Curriculum Planning (3)  
CEDC 568 Geometry in Secondary Schools (3)  
CEDC 569 Mathematics in Secondary Schools and College (3)  
CMAT 529 Foundations of Mathematics (3)  
CMAT 540 Introduction to Numerical Methods (3)  
CMAT 521 Real Analysis I or CMAT 523 Complex Variables I (3)  
CMAT 525 Abstract Algebra I (3)  
CMAT 527 Topology (3)  
Thesis or CMAT elective (3)

**The Department of Curriculum also offers programs leading to certification,  
the postbaccalaureate certification program.**

The Curriculum Department Postbaccalaureate Certification Program leads to eligibility for teacher certification by the State of Georgia. **It 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 wide variety of undergraduate academic backgrounds. Some students already have most 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.

Initial teacher certification programs are offered in the following areas:

- Early Childhood Education
- Middle Grades Education with a dual concentration in two of the following areas: Language Art, Science, Mathematics or Social Studies\*
- Secondary Education with a concentration in English, Social Studies, Mathematics, and Science\*
- P-12 Certification in the area of Health and Physical Education, Music and Foreign Language.\*

Each program area is aligned with the course content program standards as articulated in the approved teacher education programs offered through the Department of Curriculum.

\* **Effective Spring 2005 these programs are discontinued.**

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## ADMISSION REQUIREMENTS

Admission to the postbaccalaureate nondegree, certification 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 three 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 test of basic skills. This requirement will be waived for applicants who meet the exemption criteria for Praxis I established by the Georgia Professional Standards Commission.
5. Completion of application package for admission to the University.
6. Resume and statement of intent.
7. Documentation of a personal background consistent with state certification requirements.

Program Planning. Postbaccalaureate students must meet all course and field experience requirements specified in particular teacher education programs. Even though they already have a bachelor's degree, students in postbaccalaureate programs may also be required to satisfy certain general education and/or subject matter major requirements – some of these requirements are deemed important by particular programs with the Department of Curriculum at Clark Atlanta University; others are deemed important by the Georgia Professional Standards Commission. Putting together a "Planned Program" also becomes the contract between the baccalaureate student and the Department.

Retention Criteria. Once admitted to a particular teacher education program, a postbaccalaureate student is expected to maintain a specified (3.00) grade point average. If a student's GPA drops below this level, he or she may be denied enrollment to restricted courses until the GPA reaches the approved level.

## COURSE DESCRIPTIONS

**CEDC 501: Psychology of Early Childhood.** **Fall, 3 credits**  
Examines theories of behavior and development in young children.

**CEDC 502: Curriculum Planning for Early Childhood Education.** **Fall, 3 credits**  
Curriculum development for preschool and primary grades. Attention given to the role of child development theories as a basis for curriculum planning.

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**CEDC 503: Methods of Teaching in Early Childhood.** **Spring, 3 credits**  
Exploration and demonstration of methods of teaching young children.

**CEDC 504: Curriculum Planning for the Middle Grades.** **Fall, 3 credits**  
Explores basic principles and practices in curriculum planning and their application in the middle grades. *CEDC 505 may be taken concurrently.*

**CEDC 505: Methods of Teaching in Middle Grades.** **Fall, 3 credits**  
Facilitates creative approaches to teaching in grades 4-8. Builds upon and extends middle level educators' instructional knowledge and experiences to improve students' learning in urban settings. *CEDC 504 may be taken concurrently.*

**CEDC 506: Teaching Science: P-4.** **Fall, 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 507: Teaching Science: 4-8.** **Fall, 3 credits**  
Explores the science curriculum and content, National Science Education Standards and instructional strategies appropriate for development of scientific concepts and principles for children in the middle grades. Laboratory and technology activities are included.

**CEDC 508: Physical Science for the Middle Grades.** **Fall, 3 credits**  
Advanced concepts about physical systems, atomic theory, periodicity, energy, electricity, heat, sound and light. Laboratory and technology activities are included.

**CEDC 509: Biology for Middle Grades.** **Spring, 3 credits**  
Explores common topics at the advanced level for middle grades including living matter, genetics and heredity and evolution. Laboratory and technology experiences are included.

**CEDC 510: Earth Systems Science.** **Spring, 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-4.** **Fall, 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.

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**CEDC 513: Teaching Mathematics: 4-8.** **Fall, 3 credits**  
Examines the mathematics curriculum and teaching methods appropriate for development of mathematics competency in number systems, properties of numbers, patterns, relations, geometric figures, measurement, probability, and data analysis.

**CEDC 515: Algebra for the Middle Grades.** **Spring, 3 credits**  
Focuses on the curriculum, teaching and assessment methods and materials for middle grades; emphasizes symbolic rules, variables, intercept and slope, graphing and solving linear equations, and functions.

**CEDC 516: Geometry for the Middle Grades.** **Spring, 3 credits**  
Emphasizes methodologies and materials for teaching coordinate and transformational geometry using a technology framework. *Prerequisite: CEDC 515 (Algebra).*

**CEDC 517: Mathematics Problem Solving with Microcomputers for the Middle Grades.** **Summer, 3 credits**  
Investigates mathematics topics for microcomputer application and study in the middle grades. *Prerequisite: General competence in mathematics and algebra; however, no previous computer experience is necessary.*

**CEDC 521: Teaching Social Studies: P-4.** **Spring, 3 credits**  
Studies various techniques and strategies for teaching social studies concepts; curricula for the early grades are explored.

**CEDC 522: Teaching Social Studies: 4-8.** **Spring, 3 credits**  
Covers a variety of social studies curricula for the middle grades and stresses methods for teaching of content.

**CEDC 523: Social Studies: Cultural Diversity.** **Fall, 3 credits**  
Explores content and concepts for teaching cultural diversity in social studies.

**CEDC 525: Health and Physical Education in Early Childhood.** **Spring, 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.** **Spring, 3 credits**  
Emphasizes integrating music, movement, creative writing, dramatics, and art into the curriculum.

**CEDC 530: Foundations of Culturally Responsive and Relevant Pedagogical Practices.** **Spring, 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. *Corequisite: CEDC 530P.*

**CEDC 530P: Clinical Observation and Evaluation.** **Spring, 0 credits**  
Two hundred (200) hours clinical observations of instructional strategies as practiced in the field. *Corequisite: CEDC 530.*

**CEDC 532: Trends, Issues and Approaches in Early Childhood Education.** **Fall, 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. *Corequisite: CEDC 532P.*

**CEDC 532P: Practicum in Pedagogy and Content.** **Fall, 0 credits**  
Two hundred (200) hours observing and assessing pedagogy and content in the Early Childhood classroom. *Corequisite: CEDC 532.*

**CEDC 534: Critical Advanced Reading/Language Arts for Early Childhood.** **Fall, 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.** **Fall, 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.** **Fall, 3 credits**  
Student 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. A videotape and computer-generated pictures that demonstrate the implementation of the action research may become a part of the portfolio to demonstrate the students' understanding of the selected content area and problem.

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**CEDC 538: Trends and Issues in Middle and Secondary School Curriculum.**

**Fall, 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. *Corequisite: CEDC 538P.*

**CEDC 538P: Clinical Observation and Evaluation.**

**Fall, 0 credits**

Two hundred (200) hours observing and assessing instructional practices in Middle Grades and Secondary classrooms. *Corequisite: CEDC 538.*

**CEDC 540: Integrated Language Arts/Reading and Social Studies for Middle Grades.**

**Spring, 3 credits**

An integrated multidisciplinary curriculum must be able to expand the learner's potential for inquiry through a variety of sign systems such as languages, arts, music, dance, drama, architecture, etc., which humans created to mediate the world. The goal of this integration is to activate learners' multiple intelligences and to make learners readers, critical thinkers, and problems solvers for the increasingly diverse multicultural society.

**CEDC 546: Middle Grades Integrated Standards-Based Content Capstone Course.**

**Spring, 3 credits**

A study of middle-level content that focuses on a variety of models for integrating the curriculum. Emphasis will be placed on various models for integrating the curriculum in order to be responsive to the transitional needs of the early adolescent. *Corequisite: CEDC 546.*

**CEDC 546P: Practicum.**

**Spring, 3 credits**

Two hundred (200) hours analyzing, evaluating, and reflecting on instructional practices in Middle Grades classrooms. *Corequisite: CEDC 546P.*

**CEDC 551: Research, Design and Evaluation in Education.**

**Spring, 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).

**CEDC 552: Action Research Seminar.**

**Spring, 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.**

**Fall, 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 is written to be sent to a refereed

educational journal. Analysis of the data collected through qualitative/quantitative measures is performed. An Action Research thesis is a requirement for fulfillment of this course.

**CEDC 561: Secondary/Postsecondary Curriculum Planning.**

**Spring, 3 credits**

Presents tasks involved in design and implementation of curricula for the high school and postsecondary institutions.

**CEDC 562: Methods of Teaching in the High School and College.**

**Spring, 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 563: Social Science in the Secondary School and College.**

**Fall, 3 credits**

Focuses on the function of social science in secondary education and on methods and materials for teaching.

**CEDC 564: English in the Secondary School and College.**

**Spring, 3 credits**

Involves study of the materials and modern methods in teaching English.

**CEDC 567: Calculus for Secondary Schools.**

**Spring, 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 the Secondary School Teacher.**

**Spring, 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 in the Secondary School and College.**

**Fall, 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. *Prerequisite: Completion of all mathematics courses in the program or departmental approval.*

**CEDC 570: Science in the Secondary School and College.**

**Fall, 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 are included.

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**CEDC 571: Physics for Secondary School Teachers.** Fall, 3 credits  
Focuses on the physics of real solids, liquids, surfaces, and classical mechanics. Laboratory experiences are included.

**CEDC 572: Chemistry for Secondary School Teachers.** Spring, 3 credits  
Study of chemistry concepts, theories and principles at an advanced level appropriate for teaching Advanced Placement Chemistry. Lab and technology activities are included.

**CEDC 573: Biology for Secondary School Teachers.** Spring, 3 credits  
Study of biological theories, principles and concepts at the advanced level appropriate for teaching Advanced Placement Biology; 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.** Spring, 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.*

**CEDC 580: Language Acquisition and Development: Birth to Age Twelve.** Fall, 3 credits  
Surveys receptive and expressive language processing; attention to techniques of developing and evaluating communication skills of children from birth to age 12 (grades P-8).

**CEDC 581: Reading Instruction: P-4.** Spring, 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 583: Reading Instruction: 4-8.** Spring, 3 credits  
Concentrates on the techniques and approaches for developing reading skills in the middle school developmental reading program; emphasis on reading readiness, beginning reading skills and the content of the curriculum in the middle grades.

**CEDC 584: Reading in the Secondary School and College.** Fall, 3 credits  
Presents scope and sequence of concepts and skills developed in developmental reading programs on the secondary/college level. Focuses on all levels of comprehension, models of comprehension and cognitive behavior in the comprehension process; major attention given to facilitating learners' comprehension through effective instructional strategies.

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**CEDC 586: Reading Instruction for Content Area Teachers.** Spring, 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 591: Internship – P-12 Education.** Fall, Spring, Summer, 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.

**CEDC 595: Internship - Early Childhood Education.** Fall, Spring, Summer, 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.

**CEDC 596: Internship - Middle Grade Education.** Fall, Spring, Summer, 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.

**CEDC 597: Internship - Secondary Education.** Fall, Spring, Summer, 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.

**CEDC 598: Independent Study.** Fall, Spring, Summer, 3 credits  
Directs student inquiry into theoretical and practical interests of students; contractual arrangement with professor. *Prerequisite: Permission of professor.*

**CEDC 599: Thesis Writing.** Fall, Spring, Summer, 3 credits  
Directs student preparation and presentation of a thesis proposal and completion of a thesis.

**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 school systems and, in recent years, has been recognized as one of the leading programs for the awarding of doctorates in education to African-Americans. 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

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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. In addition, 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 of prescribed courses.

**Specialist in Education Program.** The specialist program is designed to provide advanced training to instructional leaders at all levels. This program requires thirty (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 sixty (60) semester hours beyond the master's in administration and supervision 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, eighty (80) percent of approved course work has been completed with an overall GPA of at least 3.0;

Research skills requirements have been met;

Written comprehensive examination has 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 thirty (30) semester hours of course work.

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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 twenty-one (21) credit hours in order to qualify for the examination.

### **Specialist Degree**

Satisfactory completion of an approved program of study of at least thirty (30) semester hours of coursework.

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 twenty-one (21) credit hours in order to qualify for the examination.

### **Doctoral Degree**

Satisfactory completion of an approved program of study of at least sixty (60) semester hours. A minimum grade point average of 3.0.

Satisfactory completion of a comprehensive examination. Candidate must be in good standing and must have completed a minimum of forty-eight (48) credit hours in order to qualify for the examination.

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. Certification in a teaching or service field 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.

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## ADMISSION REQUIREMENTS

Evidence of leadership potential as documented by resume, recommendations and statement of intent.

Letters of recommendation must be current and should be completed by recent supervisors and/or academic advisors. The statement of intent must provide responses to a series of questions about change agency and urban schools.

## CATALOG COURSE DESCRIPTIONS

**CEDA 500: Introduction to Educational Administration and Supervision.**  
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.**  
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.**  
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.**  
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.**  
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.**  
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.**  
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.**  
This course examines methods used to measure and evaluate student progress

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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.**  
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.

**CEDA 608: Macro Educational Planning.**  
**Occasional, 3 credits**  
Explores application of planning models and instruments for development of system level facilities, services and programs.

**CEDA 610: Administration and 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.

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**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.**

**Fall, Spring, 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 behavior 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.

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**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**

Helps doctoral students to develop theoretical framework from which qualitative inquiry emerges. Aims, assumptions, methods and strategies of qualitative research are addressed.

**CEDA 791: Directed Research.**

**Fall, Spring, Summer 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.**

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 and Global Development.**

This course provides opportunities for educational leaders to understand the relationship between educational systems, economic and political structures.

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**CEDF 614: Futures Research and Educational Policy.**

Examines the relationship between education and the social order from and through the perspective of futurism.

**CEDF 653: Education for Social Development.**

Explores effects of factors in education on social mobility, political value formation and social problems of youth. (IDE)

**CEDF 654: Education and Urban Development.**

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.

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**SCHOOL OF LIBRARY AND INFORMATION STUDIES  
(ALL PROGRAMS IN THE SCHOOL OF LIBRARY AND  
INFORMATION STUDIES PHASED-OUT MAY 2005.)**

**OFFICE OF THE DEAN**

**Trevor Arnett Hall, Room 300**

**Telephone: 404-880-8697**

The School of Library and Information Studies was established in 1941 primarily to prepare African-American librarians, but the School has always encouraged and enrolled students from all ethnic backgrounds. Its first Dean was Dr. Eliza Atkins Gleason, the first African American to earn a Ph.D. in Library Science. The School's program is the only one in the State of Georgia that is accredited by the American Library Association.

**MISSION**

The mission of the Clark Atlanta University School of Library and Information Studies is to continue its sixty-year history of educating library and information professionals who are culturally diverse and able to serve successfully in libraries and information centers throughout the world.

In order to achieve this mission, the School has established the following goals:

1. To maintain a planning process involving School, University and professional constituencies that is aimed at continuous assessment and refinement of the School's efforts to achieve its mission, goals, and objectives.
2. To identify, recruit and enroll a highly qualified and diverse group of students who possess the desire and potential for success in the library and information professions.
3. To provide a curriculum which includes basic knowledge of print and nonprint resources, fundamental management of various types of libraries and their mission, awareness of service needs of all segments of the society, and awareness of professional growth opportunities through continuing education, organizational affiliations, research, and scholarship.
4. To retain a competent and diverse Faculty who are excellent teachers and researchers, and whose commitment to service moves the School toward accomplishment of its objectives.
5. To provide and maintain both traditional and technologically advanced resources and facilities that support teaching, research and service activities within the School.
6. To maintain an administrative structure that is adequate in levels of competence and numbers to provide leadership that will enhance

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program development, establish fiscal policies and procedures that support program objectives, and maintain the School as an integral yet distinctive academic unit within the University.

Toward achievement of these goals, the following objectives have been established as educational results for graduates of the master's degree program:

1. To maintain mechanisms which allow the School to plan and evaluate its programs on a continuous basis.
2. To maintain an administrative team that possesses the skills necessary to manage the School's fiscal and academic planning.
3. To graduate library and information professionals who, by their successful completion of the course of instruction, demonstrate the ability to work in the library and information profession.
4. To maintain support systems, facilities, and instructional resources which enhance each student's educational experience.
5. To maintain a faculty whose accomplishments in teaching, research and service reflect current trends in library and information studies and are consistent with the mission, goals and objectives of the University and the School.
6. To maintain a climate in which Faculty may participate fully in developing the intellectual content of the education program.
7. To produce graduates who understand current issues, trends and projections, technological advances, and the principles of research methods for design, implementation and analysis of data in library and information studies and other relevant fields.
8. To graduate professionals who understand the power of knowledge and the intellectual, cultural and philosophical foundations of libraries, school media and information centers, and the information needs of a rapidly changing multicultural, multiethnic and multilingual global society.
9. To instill in students an awareness of the importance of organizational affiliations, professional ethics, and the need for continuing education.
10. To produce graduates who demonstrate in-depth knowledge and understanding of philosophical and theoretical principles, functional areas, management and practices of libraries, school media and information centers.

## DEGREE PROGRAMS

The School offers a Master of Science in Library Service degree and postmaster's Specialist in Library Service degree.

### Admission Requirements for the Master's Degree

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Graduates of colleges and universities accredited by a regional or general accrediting agency are eligible for admission. This degree program does not require prior undergraduate study in library/information studies. The School's admission requirements for the master's degree are:

1. A bachelor's degree from an institution of approved standing.
2. Three recommendations, including references from former professors or employers, giving evidence of the applicant's potential for pursuing graduate studies and a career in the library/information profession.
3. Minimum undergraduate grade point average of 2.5 on a 4.00 scale. For applications with grade point averages below 2.5, consideration for admission may be given to a higher grade point average in the undergraduate major, to a higher grade point average in graduate study, or to library/information center or related occupational experience.
4. A written statement of professional intent.
5. A minimum score of 500 on the Test of English as a Foreign Language (TOEFL) for international students.
6. An interview with applicants may be requested by the School.

At the time of application an applicant may request for transfer credit a maximum of six semester hours of graduate study previously earned in library/information studies. Graduate hours may be transferred only from a school of library/information studies whose program is accredited by the American Library Association. Transfer credits must conform to the requirements listed in this catalog under General Requirements for the Master's Degree. Persons who already have earned a master's or higher degree in other areas may request a reduction of not more than six hours in the thirty-six (36) hours required for the Master of Science in Library Service degree. In no instance will course reductions total more than six (6) credit hours, and all core/required courses must be completed.

Persons who desire to take courses for enrichment, for transfer, or for certification are admitted to the School of Library and Information Studies on a nondegree basis. Such students must apply and meet all the admission requirements before being accepted into the master's degree program. Students in their junior and senior years in the undergraduate colleges within the Atlanta University Center may enroll in the 400-level courses in the master's degree program with approval from the Office of the Dean of the School of Library and Information Studies and the Dean of Undergraduate Studies.

## REQUIREMENTS FOR THE MASTER'S DEGREE

1. Completion of thirty-six (36) hours of course work approved by the Dean of the School of Library and Information Studies.
2. The residency requirement of the University must be met.
3. The Communications Skills requirement of the University must be met.

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4. A thesis is optional and yields six (6) hours credit.
  5. Knowledge of a modern foreign language, which may be met by one of the following:
    - (a) Transcript evidence of six semester hours of college level work in a modern foreign language;
    - (b) Passing a University noncredit course for graduate students in a modern foreign language;
    - (c) Passing the University examination in a modern foreign language.
  6. Students must file for candidacy no later than the third week of the semester or summer session in which they expect to complete the requirements for the degree. The Communications Skills and Foreign Language requirements must have been completed prior to the dates indicated in the University Calendar for filing for candidacy during any semester or summer session. Admission to candidacy is upon recommendation of the Dean of the School and the certification of the University Office of Records and Registration.

### **THE SPECIALIST DEGREE PROGRAM**

The Specialist Degree Program is designed as a formal continuing education experience for persons who hold the master's degree in library/information studies. This sixth-year program, which is planned with students in terms of their individual career goals, provides opportunities for updating knowledge and skills, strengthening an area of specialization, and redirecting career goals in library and information services. Courses are selected and the research project is performed in consultation with a faculty advisor appointed by the Dean of the School.

### **ADMISSION REQUIREMENTS FOR THE SPECIALIST DEGREE**

Admission requirements for the sixth-year Specialist degree Program are:

1. A master's degree in librarianship from a library school whose program is accredited by the American Library Association.
2. A minimum grade point average of 3.00 on a 4.00 scale for graduate work in librarianship.
3. Three recommendations from Library School faculty and/or library/information center supervisors who are acquainted with the applicant's ability must be submitted.
4. At least three (3) years of professional library/information center experiences.

### **REQUIREMENTS FOR THE SPECIALIST DEGREE**

1. Completion of thirty (30) hours beyond the master's degree in library/information studies distributed as follows:
  - (a) Twelve (12) hours (four courses) in the School of Library and Information Studies;

- (b) Twelve (12) hours (four electives) selected from course offerings of the School of Library and Information Studies or any other school of the University;
  - (c) Six (6) hours for completion of a research project.
2. An oral examination in defense of the research project.
3. The Communications Skills requirement of the University must be met.
4. Knowledge of a foreign language which may be met by one of the following:
  - (a) Transcript evidence of six (6) hours of college level work in a foreign language;
  - (b) Passing a University noncredit course for graduate students in a modern foreign language;
  - (c) Passing the University examination in a modern foreign language.
5. Students must file for candidacy no later than the third week of the semester or summer session in which they expect to complete the requirements for the degree. The Communications Skills and Foreign Language requirements and the research project must have been completed prior to the dates indicated in the University Calendar for filing for candidacy during the semester or summer session. Admission to candidacy is upon recommendation of the Dean of the School and certification of the Office of Records and Registration. Student may complete the Specialist degree program in two years. All requirements for this degree must be satisfied within six (6) years of the date of matriculation in the Program.

### **FINANCIAL ASSISTANCE**

The School of Library and Information Studies awards sponsored scholarships and fellowships to entering students based on three criteria: (1) demonstrated financial need; (2) previous academic performance; and (3) potential for success in graduate study and as a library/information professional. All applicants for financial assistance must complete a Departmental Financial Aid Application and the Free Application for Federal Student Aid (FAFSA) and have the results sent to the Financial Aid Office. In addition, applicants for School-based financial aid must submit a copy of the Student Aid Report (SAR) to the SLIS Office of the Dean.

### **SCHOLARSHIPS**

The Virginia Lacy Jones Scholarship. The scholarship was established at the University in 1982 by friends and alumni in honor of Dr. Jones, Dean Emerita, who served as Dean of the School from 1945 to 1981. The \$1000.00 scholarship may be awarded annually to a student in the master's degree program who exemplifies the high standards that Dr. Jones demonstrated during her 41 years as a faculty member and Dean. Specifically, the candidate must have been enrolled for at least one semester, successfully completing nine or more hours in this program and maintaining a grade point average of 3.60 or higher.

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The H.W. Wilson Scholarship. This scholarship is donated by the H.W. Wilson publishing company on a rotational basis to library schools with master's degree programs accredited by the American Library Association.

The Mary Rayford Collins Library Service Scholarship. This scholarship was established at the University in 1983 by the family and friends of Mrs. Collins to contribute to the support of individuals from Mississippi who are interested in making a significant contribution to librarianship.

The Casper L. Jordan Scholarship. This scholarship was established in 1997 by friends and alumni in honor of Mr. Jordan who served as an Associate Professor in the School from 1968 to 1978. The amount of the scholarship may vary and is awarded to students in the master's degree program who have completed one semester of study and who are in good standing. Candidates for the scholarship must have a grade point average of 3.5 or higher.

The Hallie Beachem Brooks Memorial Fund Scholarship. This scholarship is offered periodically in honor of Hallie Beachem Brooks who served the School for more than four decades.

#### FELLOWSHIPS

The School of Library and Information Studies is allocated a limited number of fellowships which are awarded to students based on the criteria outlined for Scholarships. Applicants may be considered for these awards upon completion of the Departmental Financial Aid Application and the FAFSA.

#### ASSISTANTSHIPS

The School of Library and Information Studies offers a limited number of graduate assistantships to students in the program.

#### INTERNSHIPS

An important facet of education for the library/information profession is the opportunity to translate theoretical considerations into practical applications. To implement this objective, the School sponsors internships as an integral part of the master's degree program, offering three credit hours toward the degree. Past internships have been arranged with the Atlanta Public School System, the Coca-Cola Company, IBM, the Martin Luther King, Jr. Center for Nonviolent Social Change, the E.O. Lawrence Livermore Laboratory (Livermore, California), the Georgia Power Company, AT&T, Chrysler Corporation, Time, Inc., the Carter Presidential Library, CNN, the Salvation Army Officers Training School and Kennesaw State University Library. The School also promotes students' participation in post-degree internships, such as those at the National Library of Medicine, the Library of Congress and the University of Michigan Residency Program, which are offered on a national competitive basis for one- or two-year periods following graduation from the master's degree program.

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#### PLACEMENT

The School maintains a placement service for its graduates, aiding them in securing positions during their professional careers. The School receives a large number of job requests for its graduates from libraries and other information agencies throughout the country. The Placement Services of Clark Atlanta University are also available to students.

#### COURSE DESCRIPTIONS

##### **SLIS 510: Libraries, Information and Society. 3 credits**

This course serves as the introduction to the library/information profession. It examines objectives and principles of the profession; historical and future trends; ethical, technological, and social issues; and the functions of various types of libraries and information organizations. Core course.

##### **SLIS 520: Collection Development and Management. 3 credits**

Principles governing development and maintenance of collections of information resources; theoretical and practical bases for selecting and acquiring materials; retrospective, current and future selection tools; structure of the commercial and noncommercial publishing industry; copyright law; and intellectual freedom issues. Core course.

##### **SLIS 521: Production of Instructional Media Materials. 3 credits**

Emphasizes local production of instructional media materials; a "hands-on" laboratory course. This course is required for certification as a media specialist.

##### **SLIS 522: Selection and Utilization of Educational Media. 3 credits**

Identifies criteria and methods for the selection, utilization and evaluation of educational media materials. This course is required for certification as a media specialist.

##### **SLIS 530: Organization of Information. 3 credits**

Examines basic principles of bibliographic control of library/information records. In addition, it fosters an understanding of the function and formats of catalogs. Bibliographic utilities (e.g., OCLC and SOLINET), MARC, AACR2, DDC, Library of Congress Classification System and Library of Congress Subjects are also covered. Core course.

##### **SLIS 540: Information Resources and Services. 3 credits**

This course introduces students to the history, philosophy and development of reference services; evaluates print and electronic reference resources; and explores the functions of information services and the ways in which reference work is conducted. Core Course.

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**SLIS 541: Literature for Young Adults.** 3 credits  
Acquaints students with classic and contemporary literature for young adults focusing on the historical contexts, evaluation criteria, genres, media adaptations, selection aids and procedures, and necessary technology competencies for information retrieval and delivery.

**SLIS 542: Introduction to Art/Museum Librarianship.** 3 credits  
Explores the different missions, collections, organizational structures, patrons, and services found in a variety of art libraries, such as those located in art museums, academic institutions, architectural colleges, art and design schools, visual resource centers, and public libraries.

**SLIS 543: Multicultural Information Resources and Services.** 3 credits  
This course identifies, explores and focuses on issues, challenges, evaluation of resources and agendas for addressing current multicultural issues in libraries. Assessment and design of library services to multicultural society will be emphasized.

**SLIS 544: Children's Literature.** 3 credits  
Acquaints perspective school/children's librarians and elementary/middle school teachers with knowledge to select, evaluate, and use literature and information resources in school and public libraries and to explore critical perspectives on children's literature in relation to issues of diversity and multiculturalism.

**SLIS 550: Research Methods.** 3 credits  
Examines research needs in the library/information profession and considers techniques proposed for the solution of problems by studying various formal research models, reading and evaluating studies from professional literature, and learning the basics of descriptive and inferential statistics.

**SLIS 560: Library/Information Center Management.** 3 credits  
Introduction to the current state of management, theory, and concepts. The course will introduce students to the basic elements of management principles focusing on planning, organizing, staffing, directing, and controlling. Approaches to managing from authoritarian to participative to laissez-faire, are examined. The course will present a variety of resources, case studies, readings, critical incidents, simulations and discussions.

**SLIS 561: Academic Library Management and Services.** 3 credits  
Addresses the historical development of academic libraries and the methods used in their management. Attention is given to major issues including staffing, the role of the library within the institution, the impact of technology on the delivery of services, funding, digital resources, scholarly communication, and developing information fluency among users. *Prerequisite: SLIS 460.*

**SLIS 562: Public Library Management and Services.** 3 credits  
Introduction to planning, organizing, Staffing, managing, budgeting and

evaluating of public libraries. Emphasis will be on public library roles in meeting educational, informational, cultural, and recreational needs of the community. *Prerequisite: SLIS 460.*

**SLIS 563: School Media Center Management and Services.** 3 credits  
Examines the philosophy supporting current guidelines and trends in the administration, management, organizational structure, research technology, services, and functions of school library media center programs and develops skills in evaluating the roles in program and resource management in the school setting.

**SLIS 564: Special Library Management and Services.** 3 credits  
Introduction to planning, organizing, staffing, networking, designing, budgeting of library and information centers in governmental, corporate, and research institutions environment. Emphasis is on organizational culture, information-seeking behavior, knowledge management, technology, and professional development. *Prerequisite: SLIS 460.*

**SLIS 571: Library and Information Technology.** 3 credits  
This class provides students with a fundamental introduction to computer hardware, operating systems, software applications, integrated online library systems (IOLS), Internet applications, metadata, and emerging standards such as Z39.50 and XML. The student is introduced to the technological resources, tools, and issues central to their professional development and success. Upon completion, students will be able to develop websites, identify and evaluate formats, resources and systems that provide access to knowledge.

**SLIS 630: Bibliographic Control of Nonprint Materials.** 3 credits  
Organization of nonprint material with special emphasis on the Library of Congress Subject Headings, and the Library of Congress Classification, MARC and the AACR2R. Covers cartographic materials, sound recordings, video recordings, computer files and Internet resources. *Prerequisite: SLIS 430.*

**SLIS 631: Subject Cataloging.** 3 credits  
Intensive coverage of the organization of materials utilizing the subject approach with emphasis on the Library of Congress Classification System, the Library of Congress Subject Headings, OCLC and the MARC Record. Special attention is given to uncontrolled and controlled vocabularies. The construction of a mini-thesaurus is a requirement for the course. *Prerequisite: SLIS 430.*

**SLIS 632: Indexing and Abstracting.** 3 credits  
Basic techniques, concepts and methods of indexing monographs, serials, and specialized materials. It covers the process of preparing abstracts and includes a survey of analyzing secondary abstracting and indexing services. *Prerequisites: SLIS 430 and 631.*

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**SLIS 640: Ethnic Materials for Children and Young People.** 3 credits  
Study and critical evaluation of literature for children and young adults rooted in the cultures of the Native Americans, Hispanic Americans, African-Americans, and the Asian Americans. Students develop skill in selecting and evaluating, and strategies for using multicultural materials in both print and non-print formats. *Prerequisite: SLIS 540 or 541.*

**SLIS 641: Online Resources and Services.** 3 credits  
Intensive survey of concepts and techniques of professional literature searching; analysis of evaluation of computerized bibliographic files; planning and management of computerized search services in an information environment. Indexing, thesauri construction and retrieval effectiveness in relationship to user requirements are given special attention. *Prerequisite: SLIS 440.*

**SLIS 642: Government Information Resources and Policy.** 3 credits  
Introduction to US Government information resources with particular emphasis on public access issues to print and electronic publications identification, acquisition, organization and use of government information resources. Consideration of selected information resources of state and international bodies such as United Nations (UN) and European Union (EU). *Prerequisite: SLIS 440.*

**SLIS 643: Information Resources and Services for Afro-American Studies.** 3 credits  
Examines the specialized print and electronic resources and services that support research and study related to the black experience in the United States. Some attention is given to resources and services related to Blacks in other parts of the Western hemisphere. *Prerequisite: SLIS 440.*

**SLIS 644: Information Resources in the Humanities.** 3 credits  
An inquiry into the scholarly communication system in the humanities. Study of the print and electronic resources in the fields of religion, philosophy, visual arts, music, and literature. *Prerequisite: SLIS 440.*

**SLIS 645: Information Resources and Services in the Social Sciences.** 3 credits  
Examines print and electronic bibliographic and reference resources for the disciplines in the social sciences and the consideration of the role of library/information professionals in meeting the information needs of researchers and practitioners. *Prerequisite: SLIS 440.*

**SLIS 646: Information Resources and Services in Science and Technology.** 3 credits  
Introduction to information resources and services in science and technology, including primary and secondary publications, electronic databases, user needs and communication patterns within the scientific community. *Prerequisite: SLIS 440.*

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**SLIS 647: Law Librarianship.** 3 credits  
Introduction to the profession of law librarianship; the print and electronic source materials of the law with emphasis on primary authority, indexes and finding aids which are used in the legal profession. *Prerequisite: SLIS 440.*

**SLIS 648: Information Resources and Services in Business.** 3 credits  
Objectives include an understanding of key business concepts and the resources that support business research in academic, corporate and public library environments; experience with electronic information from commercial services and free bed sites; awareness of trends in business service delivery. *Prerequisite: SLIS 440.*

**SLIS 649: Information Resources and Services in Health Sciences.** 3 credits  
Introduces medical librarianship as a profession and examines the use and application of medical reference tools and modern access systems. Analysis of medical literature, retrieval systems and centers, and remote bibliographic sources through interactive terminals are studied. *Prerequisite: SLIS 440.*

**SLIS 661: Archival Management.** 3 credits  
Introduction to basic principles and techniques of the management of archival materials and repositories; includes the historical development of archival institutions. *Prerequisite: SLIS 410, or approval of instructor.*

**SLIS 663: School Media System Supervision.** 3 credits  
Introduces students to the leadership and management concepts, skills, and strategies required for this position and examines and evaluates the structure, services, and functions of school media system supervision and its relationship to the school system organization. *Prerequisite: SLIS 463.*

**SLIS 670: Advanced Topic in Library and Information Technology.** 3 credits  
This course provides the student with in-depth exposure to concepts and issues related to the application of computer technology to library and information service above and beyond what is covered in SLIS 571. SLIS 670 addresses relational database concepts and design, the creation of database-driven WEB sites, and WEB-site management in the context of libraries. The class also reviews the digital library field and explores issues related to that arena (such as Dublin Core and other metadata topics, digital preservation, and digital rights management) from the perspectives of both creators and users.

**SLIS 750: Directed Research.** 3 credits  
An approved systematic research project that is supervised by an SLIS faculty member. Required for the Specialist degree. Credit is awarded upon completion of the research project. Open to students pursuing the Specialist degree. Specialist Degree Students only.

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**SLIS 780: Independent Study.****3 credits**

Independent study in a specialized area of librarianship by advanced students under the supervision of an SLIS faculty member. Prior approval by the advisor and the dean is required.

**SLIS 781: Internship.****3 credits**

Seminar and practicum of supervised observation and practice in a library or information center. Students gain experience in a wide variety of functions. Students maintain journal of systematic observation and are assigned appropriate readings and other assignments. *Prerequisite: Completion of core courses.*

**SLIS 782: Seminar.****3 credits**

An in-depth study of a current issued in the field of library and information science. The specific topic of each individual offering of SLIS 782 is announced prior to registration. *Prerequisite(s) will be announced for each seminar.*

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**WHITNEY M. YOUNG, JR. SCHOOL OF SOCIAL WORK****OFFICE OF THE DEAN****Thayer Hall****Telephone: (404) 880-8548**

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 (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 re-named 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 University which is to preserve and disseminate the heritage of African-

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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. program, 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 letters 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.

**The MSW program does not give credit for life experiences or previous work experiences.**

### **Financial Aid**

The School awards a limited number of partial tuition scholarship based on scholastic achievement and financial need. In addition, there may be special projects that provide grants and/or traineeships on a competitive basis. To receive federal, state or institutional financial aid at CAU, a student must complete an application for federal student aid. The Federal School Code is 001559. One can apply for a federal loan through the internet. The internet address is: [www.FAFSA.ed.gov](http://www.FAFSA.ed.gov). The priority deadline for submission of the Financial Aid Application is April 1. Information about financial aid can be obtained by contacting:

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Clark Atlanta University  
Office of Student Financial Aid  
223 James P. Brawley Dr., SW  
Atlanta, Georgia 30314  
Telephone: (404) 880-8992  
Fax (404) 880-8070

## MSW Course Descriptions

### **CSSW 500A: Autonomous Social Work Practice I. 3 credits**

This is the first of two required courses in the method sequence that provides the foundation for all practice courses in the curriculum for two year full time and three year part time students. Framed in a generalist perspective, the course examines social work practice as both a method and process for intervention with micro systems (individuals, families and small groups). It includes fundamental ethical practice principles and concepts, values and skills used by social workers. Primary attention is given to the application of practice components with micro systems where the goal is to achieve an optimal level of social functioning within the context of client's problems. Autonomous Social Work Practice – Matrix Roles – Humanistic Values, and the Afrocentric Perspective are linked to the ecological system and strength perspectives. Students must be enrolled in CSSW 600A HBSE I and Field Practicum CSSW 501 A.

### **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. 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.

### **CSSW 585: Research Methods I - (Web-Enhanced Course). 3 credits**

This is an introductory course on applied methods at the graduate level. The course is a comprehensive overview of the methods used to evaluate the efficacy of individual-level, group-level, and program-level social service interventions. The topics include sampling, measurement, design and procedures as they relate to single systems design, program evaluation, and basic research. Issues of reliability and validity provide the framework through which empirical research and original studies are critiqued. The major methodologies, both quantitative and qualitative, are considered. The implications of research in social work are explored as they impact issues of human behavior, policy and practice. *Prerequisites: None.*

### **CSSW 600A: Human Behavior and the Social Environment I. 3 credits**

This foundation course focuses on oppression, poverty, various types of racism and inequalities, how these forces have been institutionalized in our society, how they impact diverse communities, organizations, groups, and shape the behaviors and development of children and adolescents. The course introduces the

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ecological systems perspective for understanding human development in contemporary context and individual identity development within the family and groups and the life span. The Afrocentric perspective and humanistic paradigm will be the lens through which these issues will be addressed. Content will focus on processes of oppression, cultural pluralism, biculturalism, integration, acculturation and assimilation. The theories discussed will correspond and provide support to the first semester practice course-CSSW 500A: Autonomous Social Work Practice I.

### **CSSW 700: Social Welfare Policy and Services. 3 credits**

This course is the first of two policy sequence courses and 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, program services and structures, and beginning skills for analyzing social welfare issues.

### **CSSW 500B: Autonomous Social Work Practice II. 3 credits**

This course is the second required foundation course in the practice sequence for full time two-year students and part-time three-year students. The course builds upon CSSW 500A with a focus on generalist social work practice with groups and expands with emphasis on organizations and communities. This course, like Autonomous Social Work Practice I, continues the conceptual framework of the ecological systems perspective, (the client system in context of reciprocal relationship with their environment), and incorporates the Autonomous Social Work Practice roles, the humanistic value system, and the Afro Centric Perspective. Primary attention is given to assessment and intervention with organizations and communities (mezzo and micro systems). *Prerequisites: CSSW 501A, 600A.*

### **CSSW 500C: Clinical Practice with Children, Adolescents, Adults, Families (Advance Standing Students Only). 3 credits**

This is the first practice course for Advanced Standing Students. The course makes the assumption that these students enter the graduate program with competencies in the requisite knowledge, values and skills from a generalist social work perspective. It is expected that such competencies will enable the students to transition into advanced practice content areas. The course builds upon and extends social work practice models, methods, and processes for work with children, adolescents, adults, and families in different settings who present with a range of problems. Attention is given to models of assessment and interventions with each of these client systems. The concept of social functioning is used to inform problem identification, assessment and intervention. Students enrolled in this course will prepare to select a specialization area in health/mental health or child and family. Students who select the child and family specialization can also select school social work as a subspecialty.

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**CSSW 501B: Concurrent Field Practicum II.** **3 credits**  
Field Practicum II is a continuation of CSSW 501A. The practicum experience focuses on skill development, the reciprocal nature of social systems, application of ethics to practice and the integration and application of social work theory to practice. *Prerequisite: CSSW 501A: Field Practicum I and CSSW 500A: Autonomous Social Work Practice I.*

**CSSW 600B: Human Behavior and the Social Environment II.** **3 credits**  
This course continues to expand understanding of individual growth and development over the life cycle begun in CSSW 600A. It focuses on young and middle adulthood, families, later adulthood and aging with special attention to biological, cognitive, social, psychological and spiritual issues. Attention is paid to how communities, organizations, groups, poverty, oppression, discrimination and racism impact development.

**CSSW 600C: Human Behavior and the Social Environment III. (Advanced Standing Students Only).** **3 credits**  
This is the first Human Behavior and Social Environment course for Advanced Standing Students. The course reviews content on oppression, discrimination and poverty along with other factors as they affects communities, organizations, groups. Students will then integrate their understanding of human development issues that affect individuals, families, groups as they interface with communities, organizations, groups.

**CSSW 586: Research Methods II (Statistics) (Web-Enhanced Course).** **3 credits**  
This course is an introduction to applied research statistics designed to develop skills in data analysis and statistical software computer usage for social work research and practice. The course focuses on: 1) computing and interpreting descriptive statistics, i.e. frequency distributions, graphic representations, measures of central tendency and dispersion; and 2) bivariate statistical procedures, such as chi-square, t-tests of group means, and One-way ANOVA. An applied research project is the primary vehicle by which students will demonstrate their mastery of course content. *Prerequisite: CSSW 585: Research Methods I.*

**CSSW 588: Advanced Research Methods (Advanced Standing Students).** **3 credits**  
This course focuses on the application of research methods and statistics. The content assumes that the student has a basic understanding of research methods. There are two course objectives: 1) students will develop skills in conceptualizing, designing, conducting and writing for social work research and practice; and 2) students will develop skills in data analysis and statistical software computer usage. There are three broad areas covered in the course: 1) application of research methods; 2) computing and interpreting descriptive statistics, i.e. frequency distributions, graphic representations, measures of central tendency and dispersion; and 3) bivariate statistical procedures, such as chi square, t-tests of group means, and One-way ANOVA. An applied research project is the

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primary vehicle by which students demonstrate their mastery of course content. *Prerequisite: Research Methods Course.*

**CSSW 709: Differential Policy Analysis.** **3 credits**  
This 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 with social work values, or establish new policies. Each student selects a social welfare policy or policy issue in his/her area of specialization at the local, state, or federal level for analysis and advocacy action. *Prerequisite: CSSW 700: Social Welfare Policy and Services.*

**CSSW 502A: Field Practicum III.** **3 credits**  
This practicum provides students with advanced practice experience to sharpen the translation of theoretical constructs that undergird the students' specialization. Critical knowledge regarding skills, values and ethics is reinforced. *Prerequisites: CSSW 501A and 501B: Field Practicum I and II and CSSW 500A and 500B: Autonomous Social Work Practice I and II.*

**CSSW 601: Psychopathology.** **3 credits**  
This course covers the description, classification, evaluation and diagnosis of the adult psychiatric disorders described in the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV). Additionally, personality development theories are drawn upon to further promote students' understanding of assessment and treatment interventions.

**CSSW 598: Thesis/Conceptual Paper or CSSW598A Practice-Based Research.** **4 credits**  
This four-semester credit hour course covers two semesters (two-semester credit hours per semester). It is a formal, rigorous research study conducted as partial fulfillment of the master's degree under the direction of a faculty supervisor.

**CSSW 503A: Social Work Practice with Children and Families.** **3 credits**  
This course is designed for students who have completed the first-year foundation courses and have selected the Child and Family Specialization. Building upon CSSW 500A and CSSW 500B, this course examines clinical assessment and interventions with children and their families. The course covers theoretical issues and practical techniques used in social work interventions with children and their families. Issues such as conducting an assessment, developing a treatment alliance, understanding family dynamics including resistance, worker's use of self, and termination will be explored. Work with parents and collaterals will be viewed as an integral part of clinical intervention with children.

**CSSW 503B: Social Work Practice in Health/Mental Health Settings.** **3 credits**  
This course is designed for students who have completed the first-year foundation courses and have selected the Health/Mental Health Specialization. Building

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upon CSSW 500A and CSSW 500B, this course focuses on understanding the contextual and conceptual framework of social work practice in health/mental health settings and the development of skills for practice in acute medical settings, public health agencies, mental health settings, and long-term care facilities. An effort is made to provide an understanding of the complexities inherent in the application and use of clinical interventions in different health care settings and systems of health care delivery. Value and ethical conflicts inherent in clinical practice in health care are considered, with special attention to issues related to women, minorities, at-risk populations, and the poor.

**CSSW 502B: Field Practicum IV. 4 credits**

Field Practicum IV is a continuation of CSSW 502A. It provides advanced clinical practice experience that undergirds the student's specialization. *Prerequisites: CSSW 501A, 501B, 502A: Field Practicum I, II, and III and CSSW 500A and 500B: Autonomous Social Work Practice I and II.*

**CSSW 801: Integrative Seminar. 3 credits**

This seminar is designed to complement the course work, integrate class and field, and explore relevant issues of practice, policy and research. The course is organized to create cross-fertilization among and between the two specialization areas and the subspecialty in school social work. *Prerequisites: All first-year foundation courses and all second-year, first semester courses.*

**Electives**

**CSSW 506: Program and Organizational Development for Clinical Practice. 3 credits**

This course provides students with advanced knowledge and understanding of organizational needs and identifies strategies and models for achieving these needs. Select organizational development models are examined to determine their applicability to social service agencies.

**CSSW 508: Brief Interventive Methods. 3 credits**

This course examines the theory and practice of brief treatment methods, including crisis intervention. It focuses on the basic phases of time-limited treatment and provides selection criteria, assessment procedures, goal setting, techniques of intervention, and termination approaches with individuals, families and small groups. *Prerequisite: All foundation practice courses.*

**CSSW 510: AIDS: Psychosocial Issues and Intervention. 3 credits**

This course provides critical information on practice, prevention, education, intervention methods and models of care for working with people with HIV/AIDS. Additionally, the course focuses on the AIDS population as an at-risk group. Prejudice, legal, spiritual, ethical, and other issues that confront social workers in clinical practice with AIDS persons are addressed.

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**CSSW 511: Intervention Strategies with Children and Adolescents. 3 credits**

This course provides advanced knowledge and specialized skills for 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. The course emphasizes the importance of understanding resiliency and strengths in making assessments and interventions in various treatment settings: schools, child welfare agencies, and juvenile justice systems.

**CSSW 512: Intervention Strategies with Adults and the Aged. 3 credits**

This course is designed to integrate the theories and practice skills for effective clinical work with the elderly and their families. Attention will be paid to the significance of the older person's history, various losses experienced including how to deal with grief and mourning, as well as understanding behaviors within their environmental context. The provision of concrete service delivery and case management as well as individual, family and small group treatment approaches will be addressed.

**CSSW 513: Child Abuse and Neglect. 3 credits**

This is an elective practice course located in the Child and Family Specialization. It is concerned with the abuse and neglect of children within a family system and how these patterns are perpetuated. It examines societal injustices faced by children, particularly children of color, and explores strategies for addressing these injustices. Core objectives of the course are to: 1) explore research findings on the prevalence of factors that contribute to child abuse and neglect; 2) offer in-depth knowledge about the types and causes of child abuse; and 3) provide knowledge of and skills in investigation, assessment, case management, treatment approaches, prevention and methods of evaluation at the macro and micro levels. *Prerequisites: First-year foundation courses.*

**CSSW 514: Group Processes in Social Work Practice and Administration. 3 credits**

This course offers an overview of the use of groups in social work practice. The early sessions focus on understanding task groups. The balance of the course focuses on treatment groups and the role of the worker in planning and conducting group treatment sessions. Lectures, group demonstrations, role-playing, and film are among the classroom activities.

**CSSW 517: Community-Based Health Care. 3 credits**

This course provides, to a multidisciplinary student group, the opportunity to analyze health problems in a given community. Emphasis is placed on access and barriers to health services, the role and function of multidisciplinary teams, community needs assessment and interventions, and policy advocacy for change. Students work as teams in a select community. They engage in fact-finding activities that lead to a presentation of recommendations for improved community health to state and local legislators.

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**CSSW 518: Community Health Promotion and Disease Prevention. 3 credits**

This course builds on CSSW 517 and provides the knowledge and skills needed to conduct a health promotion activity in an assigned community. Using the Proceed Steps of the Precede/Proceed Model of Health Promotion, students plan, develop, and implement an intervention to address a community health problem identified in CSSW 517. *Prerequisite: CSSW 517.*

**CSSW 520: Family Therapy. 3 credits**

This is an advanced clinical social work practice 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) using major models of family therapy for assessment and intervention; 3) identifying key family processes to include belief systems, individual family roles, and individual communication patterns and dynamics; and 4) identifying major research findings in family therapy.

**CSSW 521: Supervision and Consultation in Clinical Practice. 3 credits**

This course provides concepts and principles of supervision and consultation. Attention is given to emerging trends and practices in supervision, staff development, personnel utilization and assessment. The course explores the history, rolls, techniques and practices involved in the supervisory process. The course is designed for the experienced student who desires and expects to become an agency supervisor within the next few years, and to assist practicing supervisors to develop additional competencies. Attention is given to issues of clinical supervision and licensure.

**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 differences in health behaviors related to ethnicity, gender, race, culture, socioeconomic status, at-risk status, and sexual orientation. Students are exposed to content on humanistic values, Afrocentric perspective, and autonomous social work practice matrix roles as they relate to public health in social work.

**CSSW 603: African-American Families. 3 credits**

This course examines historical and contemporary forces impinging upon African-American families to include disadvantaged status, racism and poverty, and the resultant survival strategies of these families. The Afrocentric perspective in conjunction with ecological-social systems theories is used. Attention is given to historical, economic, cultural and psychological factors that impact African-American families. Strengthens that exist in black families are acknowledged to include: adaptability of family roles, strong kinship bonds, a strong work and achievement ethic, and strong religious orientation.

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**CSSW 606: Alcoholism and Drug Dependency. 3 credits**

This course examines psychosocial, cultural, physiological, political and economic roles that influence the use and abuse of alcohol and substances by diverse groups. Students are taught how to screen for alcohol and drug problems and how to evaluate the patterns, context, and consequences of alcohol and drug-taking behaviors. Students are introduced to 12-step programs, individual family assessment and intervention, and skills training for alcohol and drug abusers.

**CSSW 609: Emotional Disorder of Children and Adolescents. 3 credits**

This course is designed to explore a range of factors, situations, and experiences that contribute to the development and progression of emotional disorders in children and adolescents. In addition to formal diagnostic DSM-IV criteria, and an understanding of developmental issues, a strengths approach, supported by both Afrocentric and ecological perspective, is used.

**CSSW 706: Law and Social Work. 3 credits**

This course is designed to provide students with a basic analysis of social work as it interfaces with the law. It is not designed to turn professional social workers into lawyers, but rather to make encounters with lawyers and the legal system less mysterious and more beneficial to the client population. At the conclusion of this course, the student should be able to recognize how federal and state court systems operate, attain a level of confidence with respect to court testimony, understand the value of effective social work advocacy, develop cognizance of professional licensing and practice issues, and use basic legal terms and legal library resources.

**CSSW 707: School Social Work. 3 credits**

This is an advanced policy/practice required core course for the School of Social Work subspecialty. The course examines the scope of school social work; analyzes the impact of federal and other policies on schools as educational and socialization systems; explores influences of diverse ethnic/racial and oppressed student/parent population groups on schools and school responses by schools; and provides for increased differential clinical social work skills and roles, intervention models, interdisciplinary team work, and home-school-community approaches in school social work practice. *Prerequisite: first year foundation courses.*

**CSSW 800: Independent Study 1, 2, or 3 credits**

An independent study is a one semester individualized course that is arranged between an individual faculty member and a student on a specific topic of interest to the student and that meets academic and professional requirements of the MSW Program. Permission of both the Chair of the MSW Program and the instructor is required.

The Progressions in the MSW Program of Study are as follows:

### Two-Year, Full-Time Plans of Study

Full-time study is defined as registration for completion of no less than nine (9) semester credit hours. The average number of semester credit hours carried by full-time students is fifteen (15).

#### First Year – Fall Semester

500A	Autonomous Social Work Practice I	3
501A	Field Practicum I	3
585	Research Methods I	3
600A	Human Behavior and the Social Environment I	3
700	Social Welfare Policy and Services	3
		<b>15</b>

#### Spring Semester

500B	Autonomous Social Work Practice II	3
501B	Field Practicum II	3
586	Research Methods II	3
600B	Human Behavior and the Social Environment II	3
709	Differential Policy Analysis	3
		<b>15</b>

#### Second Year-Fall Semester

502A	Field Practicum III	3
503A	Social Work Practice with Children and Families	3
	<b>OR</b>	
503B	Social Work Practice in Health/Mental Health Settings	
	Thesis <b>OR</b> Conceptual Paper <b>OR</b>	
598	Thesis <b>OR</b> Conceptual Paper	
598A	Practice Based Research	2
601	Psychopathology	3
—	Specialized Elective	3
—	Open Elective	3
		<b>Total 17</b>

#### Second Year-Spring Semester

502B	Field Practicum IV	4
598	Thesis <b>OR</b> Conceptual Paper <b>OR</b>	2
598A	Practice Based Research	
801	Integrative Seminar	3
—	Elective (Choose based on Specialization)	3
		<b>12</b>

**Total Semester Credit Hours.....59**

### Three-Year, Part-Time Program Plan of Study

#### First Year-Fall Semester

585	Research Methods I	3
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700	Social Welfare Policy and Services	3
		<b>6</b>

#### Spring Semester

586	Research Methods II	3
709	Differential Policy Analysis	3
		<b>6</b>

#### Second Year-Fall Semester

500A	Autonomous Social Work Practice I	3
501A	Field Practicum I	3
600A	Human Behavior and the Social Environment I	3
		<b>9</b>

#### Spring Semester

500B	Autonomous Social Work Practice II	3
501B	Field Practicum II	3
600B	Human Behavior and the Social Environment II	3
		<b>9</b>

#### Third Year-Fall Semester

502A	Field Practicum III	3
	Specialization Elective	
503A	Social Work Practice with Children and Families <b>OR</b>	3
503B	Social Work Practice in Health/Mental Health Settings	
598	Thesis <b>OR</b> Conceptual Paper <b>OR</b>	2
598A	Practice Based Research	
	Open Elective	
601	Psychopathology	3
—		3
		3
		<b>17</b>

#### Spring Semester

502B	Field Practicum IV	4
598	Thesis <b>OR</b> Conceptual Paper <b>OR</b>	2
598A	Practice Based Research	
801	Integrative Seminar	3
—	Elective	3
		<b>12</b>

**Total Semester Credit Hours.....59**

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### Advanced Standing Program

The Advanced Standing Plan of study provides an opportunity for qualified students to accelerate the completion of the MSW degree requirements.

#### Summer Session

500C	Clinical Practice with Children, Adolescents, Adults, Families	3
588	Advanced Research Methods	3
600C	Human Behavior and the Social Environment II	3
		<b>9</b>

#### Fall Semester

502A	Field Practicum III	3
503A	Social Work Practice with Children and Families <b>OR</b>	3
503B	Social Work Practice in Health/Mental Health Settings	
598	Thesis <b>OR</b> Conceptual Paper <b>OR</b>	2
598A	Practice Based Research	
601	Psychopathology	3
—	Specialization Elective	3
—	Open Elective	3
		<b>17</b>

#### Spring Semester

502B	Field Practicum IV	4
598	Thesis <b>OR</b> Conceptual Paper <b>OR</b>	2
598A	Practice Based Research	
801	Integrative Seminar	3
—	Elective (Choose based on Specialization)	3
		<b>12</b>

**Total Semester Credit Hours** **38**

### Ph.D. PROGRAM IN SOCIAL WORK POLICY PLANNING AND ADMINISTRATION

#### AND SOCIAL SCIENCE

Thayer Hall, Suite 9

Telephone (404) 880-8311 or 880-6834

Established in 1983, the Ph.D. Degree Program at Clark Atlanta University Whitney M. Young, Jr., School of Social Work prepares individuals for careers in teaching, research, social policy analysis, human service management, and organizational development. The program seeks to increase the number of African-American and other underrepresented ethnic minority social work leaders at the doctoral level.

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The mission of the program is to implement a set of interdisciplinary teaching and learning experiences that will lead to the development of competent and motivated leaders in the global human enterprise. The program provides teaching and learning in two areas: 1) core courses in social policy, human service management/administration, organizational development, and research methods and statistics; and 2) courses in a cognate area that students select from the graduate schools within the University and Atlanta University Center to include the Schools of Business Administration, School of Education, School of Arts and Sciences, and Morehouse School of Medicine Master of Public Health Program.

Since the inception of the program in 1983 examples of the most popular cognate areas have been:

#### School of Business

Business Administration

#### Education

Educational Leadership

#### Arts and Science

Computer Science

Criminal Justice

International Affairs and Development

#### Morehouse School of Medicine

Public Health

#### Admission Requirements

The Doctoral Program invites applications from experienced social workers who hold the Master of Social Work Degree and 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. Upon completion of the MSW program, students must acquire three years of postmaster's professional social work experience to meet the eligibility criteria for making application for admission to the Ph.D. program.

#### Application Requirements and Deadline

All application materials are due no later than March 15th for admission to the academic year which begins in August. The following materials are to be submitted to the University's Office of Graduate Admissions:

- 1 Official transcripts 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; and
- 4) a written declaration of intent that should address the following:
  - a. Describe your professional social work experiences and explain how these experiences have shaped your interest in doctoral social work education.
  - b. Discuss specific area(s) in which you desire to strengthen your skills and knowledge and/or develop new skills, knowledge and competencies.
  - c. Indicate the career goals you envision upon completion of the Ph.D. degree program.
  - d. State your reasons for applying to Clark Atlanta University Whitney M. Young, Jr., School of Social Work as the institution to pursue your doctoral education.

### 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

### Ph.D. Curriculum

The curriculum is a planned three-year (3) program that requires satisfactory completion of sixty-nine (69) semester credit hours. The curriculum is divided into core, cognate, elective courses and a dissertation. Core curriculum courses are required during the first and second years. The third year is primarily devoted to the completion of cognate, elective courses. After all course work is satisfactorily completed, one must take and pass qualifying examinations prior to beginning work on the dissertation.

#### Year One

#### Credits

##### First Semester

CSSW 900	Historical Analysis of Social Welfare and Professional Social Work	3
CSSW 910	Descriptive and Inferential Statistics	3
CSSW 930	Critique and Analysis of Managerial Theories	3
		9

#### Second Semester

CSSW 901	Social Welfare and Professional Social Work Policy Planning and Development	3
CSSW 911	Evaluative Research and Multivariate Statistics	3
CSSW 931	Administration in Human Service Organizations	3
		9

#### Year Two

##### First Semester

CSSW 912	Research Methodology	3
CSSW 913	Doctoral Seminar I	3
CSSW 920	Organizational Development	3
-----	Cognate Course I	3
		12

##### Second Semester

CSSW 914	Doctoral Seminar I	3
CSSW 921	Planned Change in Complex Organizations	3
-----	Cognate Course II	3
-----	Cognate Course III	3
		12

#### Year Three

##### First Semester

-----	Cognate IV	3
-----	Cognate V	3
-----	Required Elective	3
		9

##### Second Semester

-----	Required Elective	3
-----	Required Elective	3
		6

CSSW 995	Dissertation Research	12
		12

Total Hours		69
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**Summary of Course Requirements****Semester Credit Hours**

Core Curriculum	33
Cognate Studies	15
Required Electives	9
Dissertation	12
Total Hours	<hr/> 69

**Ph.D. Course Descriptions****CSSW 800: Independent Study. 1, 2, 3, credits**

An independent study is a one-semester individualized course that is arranged between an individual faculty member and a student on a specific topic of interest to the student and that meets academic and professional requirements of the Ph.D. Degree Program. Permission of both the Director of the Ph.D. Degree Program and the instructor is required.

**CSSW 900: Historical Analysis of Social Welfare and Professional Social Work Practice. 3 credits**

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**

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: Descriptive and Inferential Statistics. 3 credits**

This course provides 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: Evaluative Research and Multivariate Statistics. 3 credits**

This course provides dual focus; the major focus is on application of advanced research methods for the evaluation of human service programs; the secondary focus is on use of multivariate statistics and microcomputers in evaluation and planning.

**CSSW 912: Research Methodology in Social Work Planning and Administration. 3 credits**

This course covers aspects of research methodology for social work planning

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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**

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**

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**

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**

This course examines: (1) language of complex organizations; (2) organization theory (theory of bureaucracies); (3) knowledge and data on recent studies of complex organizations and suggests 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**

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**

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.

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## ACCREDITATIONS AND AFFILIATIONS

### **Institutional Accreditations**

Commission on Colleges of the Southern Association of Colleges and Schools  
The Georgia Professional Standards Commission (PSC)  
University Senate of the United Methodist Church

### **Program Accreditations**

American Assembly of Collegiate Schools of Business  
American Library Association  
Committee on Allied Health Education and Accreditation of the  
American Medical Association  
Council on Social Work Education

National Accrediting Agency for Clinical Laboratory Sciences  
National Council for Accreditation of Teacher Education (NCATE)  
National Association of Schools of Public Affairs/Administration

### **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

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Southern Association of Collegiate Registrars and Admissions Officers  
Southern Association of Graduate Schools  
Southern Intercollegiate Athletic Conference  
Southern Regional Honors Council  
United Negro College Fund  
University Center in Georgia  
University Senate of the United Methodist Church

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## CLARK ATLANTA UNIVERSITY BOARD OF TRUSTEES

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School of Arts and Sciences  
Ph.D., Virginia Polytechnic Institute

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Associate Professor, Library and  
Information Studies  
School of Library and Information Studies  
Ph.D., University of Pittsburgh

**Fisseha Abebe**

Assistant Professor, Mathematical  
Sciences  
School of Arts and Sciences  
Ph.D., University of Toronto

**Jalal Abedi**

Assistant Professor, Engineering  
School of Arts and Sciences  
Ph.D., University of Toronto

**Nimer A. Abuzahra**

Associate Professor, English  
School of Arts and Sciences  
D.A.H., Clark Atlanta University

**Amos Ajo**

Associate Professor, Social Work  
Whitney M. Young, Jr., School of  
Social Work  
Ph.D., Atlanta University

**Okon Akiba**

Assistant Professor, International  
Affairs and Development  
School of Arts and Sciences  
Ph.D., University of Toronto

**Claudette Alexander-Thomason**

Lecturer, Speech Communication and  
Theatre Arts  
School of Arts and Sciences  
M.A., North Carolina A&T University

**Shahrouz Aliabadi**

Associate Professor, Engineering  
School of Arts and Sciences  
Ph.D., University of Minnesota

**Kasim L. Alli**

Professor, Finance  
School of Business Administration  
Ph.D., Georgia State University

**Godwin Ananaba**

Assistant Professor, Biological Sciences  
School of Arts and Sciences  
Ph.D., Atlanta University

**Rajan Anatharaman**

Instructor, Mathematical Sciences  
School of Arts and Sciences  
Ph.D., University of Alberta

**Vincent Anibogu**

Associate Professor, Chemistry  
School of Arts and Sciences  
Ph.D., University of Alabama

**Tom Apaiwongse**

Associate Professor, Marketing  
School of Business Administration  
Ph.D., University of Texas, Austin

**Manmohan Arora**

Visiting Professor, Mathematical  
Sciences  
School of Arts and Sciences  
Ph.D., University of Georgia

**Rosalind Elaine Arthur-Andoh**

Assistant Professor,  
Modern Foreign Languages  
School of Arts and Sciences  
Ph.D., Clark Atlanta University

**Mary C. Ashong**

Assistant Professor, Social Work  
Whitney M. Young, Jr.,  
School of Social Work  
M.S.W., New York University

**Timothy Askew**

Associate Professor, English  
School of Arts and Sciences  
Ph.D., Emory University

**Farouck Assaad**

Assistant Professor, Mathematical  
Sciences  
School of Arts and Sciences  
Ph.D., Alexandria University

**Ernest B. Attah**

Associate Professor, Sociology and  
Criminal Justice Administration  
School of Arts and Sciences  
Ph.D., University of Michigan

**Abiodun Awomolo**

Assistant Professor, Political Science  
School of Arts and Sciences  
Ph.D., Clark Atlanta University

**Ashraf Badir**

Associate Professor, Engineering  
School of Arts and Sciences  
Ph.D., Georgia Institute of Technology

**Robert Baffour**

Associate Professor, Engineering  
School of Arts and Sciences  
Ph.D., Georgia Institute of Technology

**Karamo B.S. Barrow**

Assistant Professor, History  
School of Arts and Sciences  
Ph.D., Southern Illinois University

**Christopher Bass**

Assistant Professor, Psychology  
School of Arts and Sciences  
Ph.D., University of Wisconsin

**Dorothy Batey**

Assistant Professor, Art  
School of Arts and Sciences  
M.S., Auburn University

**Brian Bentley**

Instructor, Mass Media Arts  
School of Arts and Sciences  
M.A., Southern University

**Melonie Bell-Hill**

Assistant Professor, Counseling,  
Exceptional Education and  
Psychological Studies  
School of Education  
Ph.D., University of Georgia

**Daniel Bessis**

Professor, Mathematical Sciences  
School of Arts and Sciences  
Ph.D., University Paris VI

**Gorgene Bess-Montgomery**

Assistant Professor, English  
School of Arts and Sciences  
Ph.D., University of Maryland

**Mesfin Bezuneh**

Professor, Economics  
School of Business Administration  
Ph.D., Virginia Polytechnic Institute

**Mohammed Bhuiyan**

Associate Professor, Management  
School of Business Administration  
Ph.D., University of Florida

---

**Daniel Black**

Associate Professor, English  
School of Arts and Sciences  
Ph.D., Temple University

**Michael N. Bleicher**

Professor, Mathematical Sciences  
School of Arts and Sciences  
Ph.D., Tulane University

**Patricia Bond-Hutto**

Associate Professor, English  
School of Arts and Sciences  
Ph.D., Emory University

**William Boone**

Associate Professor, Political Science  
School of Arts and Sciences  
Ph.D., Atlanta University

**Mark Boozer**

Assistant Professor, Music  
School of Arts and Sciences  
M.M., Northwestern University

**Kofi Bota**

Kimuel A. Huggins Distinguished  
Professor, Chemistry  
School of Arts and Sciences  
Ph.D., Massachusetts Institute of  
Technology

**Dorcas D. Bowles**

Professor, Social Work  
Whitney M. Young, Jr.,  
School of Social Work  
Ed.D., University of Massachusetts at  
Amherst

**Raphael Boyd**

Assistant Professor, Management  
School of Business Administration  
J.D., North Carolina Central University

**Josephine Bradley**

Assistant Professor, Africana Women's  
Studies  
School of Arts and Sciences  
Ph.D., Emory University

**G. Raymond Brown**

Associate Professor, Physics  
School of Arts and Sciences  
Ph.D., Duke University

**Joe Brown, Jr.**

Instructor, Curriculum  
School of Education  
Ph.D., Ohio State University

**Paul D. Brown**

Instructor, Decision Sciences  
School of Business Administration  
Ph.D., Georgia State

**Paul M. Brown**

Associate Professor,  
Modern Foreign Languages  
School of Arts and Sciences  
Ph.D., Emory University

**Tony Brown**

Instructor, Finance  
School of Business Administration  
M.A.B., Clark Atlanta University

**Charlyn Harper Browne**

Instructor, Counseling, Exceptional  
Education and Psychological Studies  
School of Education  
Ph.D., Georgia State University

**Xiu-Ren Bu**

Associate Professor, Chemistry  
School of Arts and Sciences  
Ph.D., Nanjing University

**Robert D. Bullard**

Distinguished Ware Professor,  
Sociology and Criminal Justice  
Administration  
School of Arts and Sciences  
Ph.D., Iowa State University

**James Camp**

Instructor, Music  
School of Arts and Sciences  
M.A., North Carolina Central  
University

**David Cann**

Assistant Professor, Religion and  
Philosophy  
School of Arts and Sciences  
Ph.D., The Chicago Theological  
Seminary

**Virgil Carr**

Assistant Professor, Accounting  
School of Business Administration  
M.B.A., Atlanta University

**Charlie Carter**

Associate Professor, Economics  
School of Arts and Sciences  
Ph.D., University of Illinois

**Juanita F. Carter**

Assistant Professor, Finance  
School of Business Administration  
M.S., University of Illinois

**Melanie Carter**

Assistant Professor, Educational  
Leadership  
School of Education  
Ph.D., Ohio State University

**Nichole M. Castater**

Assistant Professor, Finance  
School of Business Administration  
Ph.D., University of South Carolina

**Constance Chapman**

Assistant Professor, English  
School of Arts and Sciences  
Ed.D., Columbia University

**Di-Wen Chen**

Associate Professor, Engineering  
School of Arts and Sciences  
Ph.D., University of California-Berkeley

**Hsin-Chu Chen**

Associate Professor, Computer Sciences  
School of Arts and Sciences  
Ph.D., University of Illinois

**Gary Chung**

Associate Professor, Mathematical  
Sciences  
School of Arts and Sciences  
Ph.D., Purdue University

**Bettye M. Clark**

Professor, Mathematical Sciences  
School of Arts and Sciences  
Ed.D., University of Houston

**Kisha Clark**

Assistant Professor, Public  
Administration  
School of Arts and Sciences  
Ph.D., Howard University

**Lisa Clark**

Assistant Professor, Psychology  
School of Arts and Sciences  
Ph.D., Alliant International University

**William Clark**

Instructor, Mass Media Arts  
School of Arts and Sciences  
M.A., Temple University

**Leteria Clemons**

Assistant Professor, Curriculum  
School of Education  
M.S., Northern Illinois University

---

**Joseph Coble**

Professor, Psychology  
School of Arts and Sciences  
Ph.D., Florida State University

**David Collart**

Associate Professor, Biological Sciences  
School of Arts and Sciences  
Ph.D., University of Florida

**Deborah Cook**

Associate Professor, Biological Sciences  
School of Arts and Sciences  
Ph.D., North Dakota State University

**Margaret Counts-Spriggs**

Associate Professor, Social Work  
Whitney M. Young, Jr.,  
School of Social Work  
Ph.D., Atlanta University

**Vicki Crawford**

Associate Professor, History  
School of Arts and Sciences  
Ph.D., Emory University

**Frank Dadzie**

Lecturer, Economics  
School of Business Administration  
M.A., Vanderbilt University

**Musa Danjaji**

Associate Professor, Engineering  
School of Arts and Sciences  
Ph.D., University of Illinois

**Kwaku Danso-Boafo**

Associate Professor, International  
Affairs and Development  
School of Arts and Sciences  
Ph.D., Howard University

**Edward L. Davis**

Professor, Decision Sciences  
School of Business Administration  
Ph.D., North Carolina State University

**Sarita Chukwuka Davis**

Assistant Professor, Social Work  
Whitney M. Young, Jr., School of  
Social Work  
Ph.D., Cornell University

**Robert DeJanes, Jr.**

Professor, Political Science  
School of Arts and Sciences  
Ph.D., University of Virginia

**Kelly B. DeLong**

Lecturer, English  
School of Arts and Sciences  
Ph.D., Georgia State University

**Patricia DeSouza**

Instructor, Modern Foreign Languages  
School of Arts and Sciences  
M.A., Auburn University

**Mustafah Dhada**

Associate Professor, International  
Affairs and Development  
School of Arts and Sciences  
Ph.D., Oxford University

**Talib Din**

Instructor, English  
School of Arts and Sciences  
M.A., University of North Carolina

**James N. Dove-Edwin**

Instructor, Modern Foreign Languages  
School of Arts and Sciences  
M.A., University of Strasbourg

**Charles Duncan, Jr.**

Professor, English  
School of Arts and Sciences  
Ph.D., Emory University

**Phillip Dunston**

Lecturer, Religion and Philosophy  
School of Arts and Sciences  
Ph.D., Clark Atlanta University

**Rukiya S. Eaddy**

Instructor, Management  
School of Business Administration  
M.A., Pennsylvania State

**Mary Frances Early**

Associate Professor, Music  
School of Arts and Sciences  
M.M., University of Georgia

**Beverly Edmond**

Associate Professor, Public Administration  
School of Arts and Sciences  
Ph.D., Georgia State University

**Herbert Eichelberger**

Associate Professor, Mass Media Arts  
School of Arts and Sciences  
Ph.D., Emory University

**Anthonia Ekwuocha**

Lecturer, Mathematical Sciences  
School of Arts and Sciences  
M.S., Clark Atlanta University

**Ralph Ellis**

Professor, Religion and Philosophy  
School of Arts and Sciences  
Ph.D., Duquesne University

**Henry Elonge**

Associate Professor, Public  
Administration  
School of Arts and Sciences  
Ph.D., University at Albany State  
University of New York

**Janeth English**

Instructor, Computer Sciences  
School of Arts and Sciences  
M.S., Clark Atlanta University

**Shawn Evans-Mitchell**

Lecturer, Mass Media Arts  
School of Arts and Sciences  
M.A., Clark Atlanta University

**Marcella V. Felix**

Instructor, Modern Foreign  
Languages  
School of Arts and Sciences  
M.A., University of Salamanca

**Leslie Fenwick**

Associate Professor, Educational  
Leadership  
School of Education  
Ph.D., Ohio State University

**Orlando Figueroa**

Assistant Professor, Modern  
Foreign Languages  
School of Arts and Sciences  
Ph.D., Emory University

**Laura Fine**

Associate Professor, English  
School of Arts and Sciences  
Ph.D., University of California-Davis

**Isabella Finkelstein**

Professor, Biological Sciences  
School of Arts and Sciences  
Ph.D., University of Colorado

**Ron W. Finnell**

Assistant Professor, Public  
Administration  
School of Arts and Sciences  
Ph.D., University of Southern  
California

**Norman Fischer**

Assistant Professor, Religion and  
Philosophy  
School of Arts and Sciences  
Ph.D., Emory University

**Janet Rodean Fisher**

Associate Professor, Curriculum  
School of Education  
Ed.D., University of Northern  
Colorado

---

**Bonita Alick Flournoy**

Associate Professor, Curriculum  
School of Education  
Ed.D., University of Georgia

**Alexander Fluellen**

Professor, Mathematical Sciences  
School of Arts and Sciences  
Ph.D., Indiana University

**Ignatius Fomunung**

Assistant Professor, Engineering  
School of Arts and Sciences  
Ph.D., Georgia Institute of  
Technology

**Sandra Foster**

Associate Professor, Social Work  
Whitney M. Young, Jr., School of  
Social Work  
Ph.D., University of Wisconsin at  
Madison

**Frederick Fresh**

Associate Professor, Decision Sciences  
School of Business Administration  
Ph.D., University of Massachusetts at  
Amherst

**Yan Gao**

Associate Professor, Modern Foreign  
Languages  
School of Arts and Sciences  
Ph.D., Emory University

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Associate Professor, Computer and  
Information Sciences  
School of Arts and Sciences  
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Associate Professor, Allied Health  
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Ph.D., Clark Atlanta University

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Associate Professor, Political Science  
School of Arts and Sciences  
Ph.D., Atlanta University

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Associate Professor, Accounting  
School of Business Administration  
Ph.D., Georgia State University

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Professor, Physics  
School of Arts and Sciences  
Ph.D., Massachusetts Institute of  
Technology

**Cedric Grant**

Professor, International Affairs and  
Development  
School of Arts and Sciences  
Ph.D., University of Edinburgh

**Esther Green-Merritt**

Assistant Professor, Curriculum  
School of Education  
Ph.D., Michigan State University

**Sheila Gregory**

Associate Professor,  
Educational Leadership  
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Ph.D., University of Pennsylvania

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Professor, Chemistry  
School of Arts and Sciences  
Ph.D., Rutgers State University

**Glynn Halsey**

Assistant Professor, Music  
School of Arts and Sciences  
M.M., Georgia State University

**Carlos Handy**

Professor, Physics  
School of Arts and Sciences

Ph.D., Columbia University

**Arthur Hansen**

Associate Professor, International  
Affairs and Development  
School of Arts and Sciences  
Ph.D., Cornell University

**Roslyn Harper**

Assistant Professor, Social Work  
Whitney M. Young, Jr., School of  
Social Work  
Ph.D., Clark Atlanta University

**Crystal M. Harris**

Instructor, Music  
School of Arts and Sciences  
M.M., Georgia State University

**Winfred Harris**

Howard W. Hughes Distinguished  
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School of Arts and Sciences  
Ph.D., West Virginia University

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Associate Professor, Chemistry  
School of Arts and Sciences  
Ph.D., Atlanta University

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Assistant Professor, English  
School of Arts and Sciences  
Ph.D., Louisiana State University

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Professor, History  
School of Arts and Sciences  
Ph.D., Georgia State University

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Professor, Art  
School of Arts and Sciences  
M.F.A., University of Nebraska

**Robert A. Holmes**

Distinguished Professor of Political  
Science, Political Science  
School of Arts and Sciences  
Ph.D., Columbia University

**W. Gerry Howe**

Associate Professor, Computer and  
Information Sciences  
School of Arts and Sciences  
Ph.D., Northwestern University

**Hurang Hu**

Assistant Professor, Engineering  
School of Arts and Sciences  
Ph.D., Syracuse University

**Shirley Hudson**

Associate Professor, Decision  
Sciences  
School of Business Administration  
Ph.D., Southern Illinois University

**Elania Jemison Hudson**

Assistant Professor, Marketing  
School of Business Administration  
Ph.D., University of Michigan

**Conrad Ingram**

Assistant Professor, Chemistry  
School of Arts and Sciences  
Ph.D., University of the West Indies

**Edward Irons**

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Finance  
School of Business Administration  
D.B.A., Harvard University

**Francesina Jackson**

Professor, Curriculum  
School of Education  
Ph.D., University of North Carolina  
at Chapel Hill

---

**Veda Jairrels**

Professor, Counseling, Exceptional Student Education and Psychological Studies  
School of Education  
Ph.D., University of Alabama

**Derricka Jardine**

Instructor, Accounting  
School of Business Administration  
M.A., Clark Atlanta University

**Isabella T. Jenkins**

Professor, Educational Leadership  
School of Education  
Ph.D., Georgia State University

**Nathan Jideama**

Associate Professor, Biological Sciences  
School of Arts and Sciences  
Ph.D., Atlanta University

**Glenn S. Johnson**

Assistant Professor, Sociology and Criminal Justice Administration  
School of Arts and Sciences  
Ph.D., University of Tennessee

**Anna Maria Jones**

Lecturer, Speech Communication and Theatre Arts  
School of Arts and Sciences  
M.A., Emerson College

**Abulfazal Kabir**

Associate Professor, Library and Information Studies  
School of Library and Information Studies  
Ph.D., Indiana University

**Pushkar Kaul**

Professor, Biological Sciences  
School of Arts and Sciences  
Ph.D., University of California

**Temesgen Kebede**

Assistant Professor, Mathematical Sciences  
School of Arts and Sciences  
Ph.D., University of California at Irvine

**Ishrat Khan**

Professor, Chemistry  
School of Arts and Sciences  
Ph.D., University of Florida

**Niaz Khan**

Associate Professor, Speech Communication and Theatre Arts  
School of Arts and Sciences  
Ph.D., University of Southern Mississippi

**Young Kwa Kim**

Professor, Decision Sciences  
School of Business Administration  
Ph.D., Georgia State University

**K. Sean Kimbro**

Assistant Professor, Biological Sciences  
School of Arts and Sciences  
Ph.D., Indiana University

**Juliana Kubala**

Assistant Professor, English  
School of Arts and Sciences  
Ph.D., Emory University

**Phyllis Lawhorn**

Assistant Professor, English  
School of Arts and Sciences  
M.A., Atlanta University

**Fragano Ledgister**

Assistant Professor, Political Sciences  
School of Arts and Sciences  
Ph.D., University of California

**Joan W. Lewis**

Associate Professor, Speech Communications and Theatre Arts  
School of Arts and Sciences  
M.A., Tennessee State University

**Lonzy Lewis**

Associate Professor, Physics  
School of Arts and Sciences  
Ph.D., University at Albany State University of New York

**Therthenia Lewis**

Instructor, Social Work  
Whitney M. Young, Jr., School of Social Work  
M.P.H., University of Pittsburgh

**Janice Liddell**

Professor, English  
School of Arts and Sciences  
Ph.D., University of Michigan

**David Logan**

Associate Professor, Biological Sciences  
School of Arts and Sciences  
Ph.D., University of Tennessee

**Lucia Lu**

Assistant Professor, Curriculum  
School of Education  
Ph.D., Indiana University

**Lauren Lukkarila**

Instructor, Modern Foreign Languages  
School of Arts and Sciences  
M.A., University of Tennessee

**Richard Lyle**

Associate Professor, Social Work  
Whitney M. Young, Jr., School of Social Work  
Ph.D., Brandeis University

**Qian Ma**

Associate Professor, English  
School of Arts and Sciences  
Ph.D., University of Oregon

**Vicki Mack**

Assistant Professor, Psychology  
School of Arts and Sciences  
Ph.D., Wayne State University

**Randal Mandock**

Associate Professor, Physics  
School of Arts and Sciences  
Ph.D., Georgia Institute of Technology

**Ollie Manley**

Lecturer, Curriculum  
School of Education  
Ph.D., Emory University

**Herbert Marbury**

Assistant Professor, Religion and Philosophy  
School of Arts and Sciences  
Ph.D., Vanderbilt University

**David Marcus**

Instructor, Music  
School of Arts and Sciences  
M.M., Georgia State University

**Patrice Gouveia Marks**

Assistant Professor, Modern Foreign Languages  
School of Arts and Sciences  
Ph.D., Howard University

**Victoria Martin**

Assistant Professor, Counseling, Exceptional Education and Psychological Studies  
School of Education  
Ph.D., Clark Atlanta University

---

**Barbara W. Mason**

Assistant Professor, Curriculum  
School of Education  
M.A., Atlanta University

**Wendy McBurney-Combs**

Instructor, Modern Foreign Languages  
School of Arts and Sciences  
M.A., Bowling Green State University

**Evelyn McCain-Reid**

Associate Professor, Curriculum  
School of Education  
Ph.D., University of Wisconsin-Madison

**William H. McCray**

Assistant Professor, Chemistry  
School of Arts and Sciences  
M.S., Atlanta University

**Deidre McDonald-Williams**

Instructor, Mass Media Arts  
School of Arts and Sciences  
M.A., Atlanta University

**Paul McGeady**

Associate Professor, Chemistry  
School of Arts and Sciences  
Ph.D., Washington State University

**Joyce McGriff**

Assistant Professor, Marketing  
School of Business Administration  
Ph.D., University of Cincinnati

**Sabbaye McGriff**

Instructor, Mass Media Arts  
School of Arts and Sciences  
M.S., Kansas State University

**James McJunkins**

Assistant Professor, Mass Media Arts  
School of Arts and Sciences  
M.S., Columbia University

**Lydia McKinley-Floyd**

Associate Professor, Marketing  
School of Business Administration  
Ph.D., Emory University

**Janet Melnyk**

Assistant Professor, Religion and  
Philosophy  
School of Arts and Sciences  
M. Div., Emory University

**Ronald Mickens**

Fuller E. Callaway Distinguished  
Professor, Physics  
School of Arts and Sciences  
Ph.D., Vanderbilt University

**Ernest J. Middleton**

Professor, Curriculum  
School of Education  
Ed.D., University of Colorado at  
Boulder

**Ernest H. Miller, Jr.**

Assistant Professor, Sociology and  
Criminal Justice Administration  
School of Arts and Sciences  
M.A., Atlanta University

**Eric Mintz**

Professor, Chemistry  
School of Arts and Sciences  
Ph.D., University of Massachusetts

**Hattie Mitchell**

Assistant Professor, Social Work  
Whitney M. Young, Jr., School of  
Social Work  
M.S.W., Wayne State University

**Ivor S. Mitchell**

Christine McEachern Smith  
Distinguished Professor, Marketing  
School of Business Administration  
Ph.D., University of Georgia

**Mark B. Mitchell**

Associate Professor, Chemistry  
School of Arts and Sciences  
Ph.D., University of Utah

**Reginald Mitchell**

Instructor, Mass Media Arts  
School of Arts and Sciences  
M.F.A., Loyola Marymount University

**Carol Mitchell-Leon**

Assistant Professor, Speech  
Communications and Theatre Arts  
School of Arts and Sciences  
M.A., Atlanta University

**Elmer Mixon**

Assistant Professor, Curriculum  
School of Education  
Ed.S., University of Montevallo

**Lebone T. Moeti**

Associate Professor, Engineering  
School of Arts and Sciences  
Ph.D., Georgia Institute of Technology

**Samir Moghazy**

Associate Professor, Physics  
School of Arts and Sciences  
Ph.D., Cairo University

**Peter Molnar**

Assistant Professor, Computer and  
Information Sciences  
School of Arts and Sciences  
Ph.D., University of Stuttgart

**P. Laurent Monyé**

Associate Professor, Modern Foreign  
Languages  
School of Arts and Sciences  
Ph.D., Université de Nancy II (France)

**Mia Moore**

Instructor, Computer and Information  
Sciences  
School of Arts and Sciences  
M.S., Clark Atlanta University

**Timothy Moore**

Associate Professor, Psychology  
School of Arts and Sciences  
Ph.D., Howard University

**Gwendolyn Morgan**

Assistant Professor, English  
School of Arts and Sciences  
M.A., Atlanta University

**Richard Allen Morton**

Associate Professor, History  
School of Arts and Sciences  
Ph.D., University of Illinois at  
Urbana-Champaign

**Barbara Moss**

Assistant Professor, History  
School of Arts and Sciences  
Ph.D., Indiana University

**Alfred Z. Msezane**

Professor, Physics  
School of Arts and Sciences  
Ph.D., University of Western Ontario

**Komanduri Murty**

Professor, Sociology and Criminal  
Justice Administration  
School of Arts and Sciences  
Ph.D., Mississippi State University

**Romain Murenzi**

Professor, Physics  
School of Arts and Sciences  
Ph.D., Catholic University, Lourain

**Paul I. Musey**

Professor, Biological Sciences  
School of Arts and Sciences  
Ph.D., McGill University

---

**Kameswara Rao Namuduri**  
Assistant Professor, Computer and  
Information Sciences  
School of Arts and Sciences  
Ph.D., University of South Florida

**Henry L. Neal**  
Associate Professor, Physics  
School of Arts and Sciences  
Ph.D., Howard University

**Moses Norman**  
Associate Professor, Educational  
Leadership  
School of Education  
Ph.D., Georgia State University

**Sarah North**  
Associate Professor, Computer and  
Information Sciences  
School of Arts and Sciences  
Ed.D., Clark Atlanta University

**Ajamu Nyomba**  
Assistant Professor, Economics  
School of Arts and Sciences  
Ph.D., University of Texas

**Daniel Offiong**  
Professor, Sociology and Criminal  
Justice Administration  
School of Arts and Sciences  
Ph.D., Purdue University

**Cyril Okhio**  
Associate Professor, Engineering  
School of Arts and Sciences  
Ph.D., University of London

**Olugbemiga Olatidoye**  
Professor, Engineering  
School of Arts and Sciences  
Ph.D., Georgia Institute of Technology

**Anita O'Neal**  
Assistant Professor, Library and  
Information Studies  
School of Library and Information  
Studies  
Ed.D., Georgia State University

**David Organ**  
Assistant Professor, History  
School of Arts and Sciences  
Ph.D., University of California at  
Berkeley

**Osiyimwense Osa**  
Professor, Curriculum  
School of Education  
Ed.D., University of Houston

**Viktor Olumide Osinubi**  
Associate Professor, English  
School of Arts and Sciences  
Ph.D., University of Lancaster

**Wanda Owens**  
Assistant Professor, Finance  
School of Business Administration  
Ph.D., University of Georgia

**Ganesh Pandit**  
Associate Professor, Accounting  
School of Business Administration  
D.B.A., Louisiana Technical University

**Yi Pang**  
Associate Professor, Chemistry  
School of Arts and Sciences  
Ph.D., Iowa State University

**Deidre Paris**  
Assistant Professor, Engineering  
School of Arts and Sciences  
Ph.D., Georgia Institute of Technology

**Cass Parker**  
Associate Professor, Chemistry  
School of Arts and Sciences  
Ph.D., University of Pittsburgh

---

**Lynne Patten**  
Assistant Professor, Management  
School of Business Administration  
Ph.D., Arizona State University

**James H. Patterson**  
Associate Professor, Music  
School of Arts and Sciences  
M.M., University of Michigan

**Ganga Persaud**  
Associate Professor, Educational  
Leadership  
School of Education  
Ph.D., Stanford University

**Belinda Peters**  
Associate Professor, Art  
School of Arts and Sciences  
M.V.A., Georgia State University

**Tamalyn L. Peterson**  
Lecturer, English  
School of Arts and Sciences  
M.A., Clark Atlanta University

**Jeffrey J. Phillips**  
Associate Professor, Accounting  
School of Business Administration  
Ph.D., University of Georgia

**Charles Pierre**  
Associate Professor, Mathematical  
Sciences  
School of Arts and Sciences  
Ph.D., American University

**Diane L. Plummer**  
Associate Professor, Psychology  
School of Arts and Sciences  
Ph.D., University of Georgia

**James Ponnley**  
Associate Professor,  
Mathematical Sciences  
School of Arts and Sciences  
Ph.D., Virginia Polytechnic University

---

**Jeffrey Porterfield**  
Associate Professor, Sociology and  
Criminal Justice Administration  
School of Arts and Sciences  
Ph.D., Georgia State University

**Om P. Puri**  
Garfield D. Merner Distinguished  
Professor, Physics  
School of Arts and Sciences  
Ph.D., University of Sauger

**James Reed**  
Associate Professor, Chemistry  
School of Arts and Sciences  
Ph.D., Northwestern University

**Joanne V. Rhone**  
Associate Professor, Social Work  
Whitney M. Young, Jr., School of  
Social Work  
Ph.D., Union Graduate School

**Kristie Roberts**  
Assistant Professor, Public  
Administration  
School of Arts and Sciences  
Ph.D., Jackson State University

**Brenda Rogers**  
Professor, Counseling, Exceptional  
Education and Psychological Studies  
School of Education  
Ph.D., Ohio State University

**William E. Rogers**  
Instructor, Computer and Information  
Sciences  
School of Arts and Sciences  
M.B.A., Atlanta University

**Gwendolyn Rouse**  
Instructor, Counseling, Exceptional  
Education and Psychological Studies  
School of Education  
Ph.D., Clark Atlanta University

---

**Allen Rubenfield**

Associate Professor, Accounting  
School of Business Administration  
J.D., University of Pittsburgh

**Sandra Rucker**

Associate Professor, Mathematical  
Sciences  
School of Arts and Sciences  
Ph.D., Georgia State University

**Sriprakash Sarathy**

Associate Professor, Engineering  
School of Arts and Sciences  
Ph.D., Syracuse University

**K. Michelle Scott**

Instructor, Speech Communications  
and Theatre Arts  
School of Arts and Sciences  
M.A., Montclair State University

**Thomas Scott**

Assistant Professor, Religion and  
Philosophy  
School of Arts and Sciences  
Th.D., Harvard University  
Divinity School

**William Seffens**

Associate Professor, Biological Sciences  
School of Arts and Sciences  
Ph.D., Texas A & M University

**Frederick Semwogerere**

Associate Professor, Mathematical  
Sciences  
School of Arts and Sciences  
Ph.D., University of California at  
Berkeley

**Bhu Sharma**

Visiting Professor, Mathematical  
Sciences  
School of Arts and Sciences  
Ph.D., University of Delhi

**Man Sharma**

Professor, Mathematical Sciences  
School of Arts and Sciences  
Ph.D., Ohio State University

**Scott Shinabargar**

Assistant Professor, Modern Foreign  
Languages  
School of Arts and Sciences  
Ph.D., Emory University

**Khalil Shujaee**

Associate Professor, Engineering  
School of Arts and Sciences  
Ph.D., Mississippi State University

**Alicia Simon**

Lecturer, Sociology and Criminal  
Justice Administration  
School of Arts and Sciences  
Ph.D., Clark Atlanta University

**Ranjit Singh**

Professor, Decision Sciences  
School of Business Administration  
Ph.D., Southern Illinois University

**Frank D. Sisy**

Associate Professor, Sociology and  
Criminal Justice Administration  
School of Arts and Sciences  
Ph.D., Syracuse University

**Debra J. Slone**

Assistant Professor, Library and  
Information Studies  
School of Library and Information  
Studies  
Ph.D., University of North Carolina  
at Chapel Hill

**Robert Smothers**

Professor, Counseling, Exceptional  
Education and Psychological Studies  
School of Education  
Ph.D., University of Iowa

**Alice Stephens**

Associate Professor, Mass Media Arts  
School of Arts and Sciences  
Ph.D., Florida State University

**Juarine Stewart**

Professor, Biological Sciences  
School of Arts and Sciences  
Ph.D., University of Tennessee

**Luther Stripling**

Professor, Music  
School of Arts and Sciences  
D.M., University of Colorado

**Rosemarie Szostak**

Associate Professor, Chemistry  
School of Arts and Sciences  
Ph.D., University of California

**Swaraj Tayal**

Associate Professor, Physics  
School of Arts and Sciences  
Ph.D., University of Roorkee

**Medha Talpade**

Assistant Professor, Psychology  
School of Arts and Sciences  
Ph.D., University of Alabama

**Niranjan K. Talukder**

Professor, Engineering  
School of Arts and Sciences  
Ph.D., Technical University of Aachen

**Sandra E. Taylor**

Professor, Sociology and Criminal  
Justice Administration  
School of Arts and Sciences  
Ph.D., Washington State University

**Doris Terrell**

Assistant Professor, Curriculum  
School of Education  
M.Ed., North Dakota University

**Roosevelt Thedford**

Professor, Chemistry  
School of Arts and Sciences  
Ph.D., University at Buffalo

**Ruby Thompson**

Professor, Curriculum  
School of Education  
Ph.D., Pennsylvania State University

**Willie Todd**

Instructor, English  
School of Arts and Sciences  
M.A., Albany State University

**Javier Tolbert**

Lecturer, Art  
School of Arts and Sciences  
B.S., Michigan State University

**Linda D. Tomlinson**

Instructor, History  
School of Arts and Sciences  
M.A., Southern Methodist University

**Ian N. Toppin**

Instructor, Computer and Information  
Sciences  
School of Arts and Sciences  
Ed.D., University of Georgia

**David Torrain II**

Instructor, Mathematical Sciences  
School of Arts and Sciences  
M.S., North Carolina State University

**Trevor Turner**

Associate Professor, Educational  
Leadership  
School of Education  
Ph.D., University of Toronto

**David Veazie**

Associate Professor, Engineering  
School of Arts and Sciences  
Ph.D., Georgia Institute of Technology

---

**C. J. Reynolds Verrett**

Associate Professor, Chemistry  
School of Arts and Sciences  
Ph.D., Massachusetts Institute of  
Technology

**Josef Vice**

Instructor, English  
School of Arts and Sciences  
M.A., Jacksonville State University

**Alma Vinyard**

Associate Professor, English  
School of Arts and Sciences  
Ph.D., University of Tennessee

**Bi Roubolo Vona**

Assistant Professor, Mathematical  
Sciences  
School of Arts and Sciences  
Ph.D., University of Texas-Austin

**Ashwin Vyas**

Associate Professor, Sociology and  
Criminal Justice Administration  
School of Arts and Sciences  
Ph.D., University of North Texas

**Xiao-Qian Wang**

Associate Professor, Physics  
School of Arts and Sciences  
Ph.D., International School for  
Advanced Studies

**Zhicheng Wang**

Assistant Professor, Computer and  
Information Sciences  
School of Arts and Sciences  
Ph.D., Clark Atlanta University

**Naomi T. Ward**

Associate Professor, Social Work  
Whitney M. Young, Jr., School of  
Social Work  
M.S.W., Atlanta University

**Patricia Ward**

Lecturer, Counseling, Exceptional  
Education and Psychological Studies  
School of Education  
Ed.S., Atlanta University

**Charles W. Washington**

Professor, Public Administration  
School of Arts and Sciences  
Ph.D., Syracuse University

**Melvin Webb**

Professor, Biological Sciences  
School of Arts and Sciences  
Ph.D., Ohio State University

**L. Henry Whelchel**

Professor, Religion and Philosophy  
School of Arts and Sciences  
Ph.D., Duke University

**Glenn White**

Instructor, Computer and Information  
Sciences  
School of Arts and Sciences  
M.B.A., Atlanta University

**Henry Whitlow**

Instructor, Decision Sciences  
School of Business Administration  
M.B.A., Harvard University

**Andrew Will**

Instructor, Mass Media Arts  
School of Arts and Sciences  
M.A., Southern University

**Alexander O. Williams**

Distinguished Robert W. Woodruff  
Professor, Finance  
School of Business Administration  
Ph.D., University of Pennsylvania

**Mae Garcia Williams**

Lecturer, English  
School of Arts and Sciences  
M.A., Western Michigan University

**Michael Williams**

Associate Professor, Physics  
School of Arts and Sciences  
Ph.D., Stanford University

**Myron Williams**

Associate Professor, Chemistry  
School of Arts and Sciences  
Ph.D., Massachusetts Institute of  
Technology

**Shirley Williams-Kirksey**

Associate Professor, Speech  
Communications and Theatre Arts  
School of Arts and Sciences  
Ph.D., Ohio University

**Johnny Wilson**

Assistant Professor, Political Science  
School of Arts and Sciences  
Ph.D., Atlanta University

**Evelyn Winston-Dadzie**

Assistant Professor, Management  
School of Business Administration  
Ph.D., Duke University

**Brenda Wright**

Assistant Professor, Mass Media Arts  
School of Arts and Sciences  
M.A., Governors State University

**Susan McFatter Wright**

Assistant Professor, English  
School of Arts and Sciences  
Ph.D., University of New Mexico

**Leummim Yao**

Assistant Professor, Mathematical  
Sciences  
School of Arts and Sciences  
Ph.D., University of Illinois at  
Urbana-Champaign

**Zealeem Yiheyis**

Assistant Professor, Economics  
School of Business Administration  
Ph.D., University of Manitoba

**Cedric Young**

Instructor, Music  
School of Arts and Sciences  
M.M.E., Alabama State University

**James Young**

Professor, Curriculum  
School of Education  
Ph.D., University of Massachusetts

---

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