

Ph.D. Digital Media

**Student Handbook
2008-2009**

School of Literature, Communication and Culture
Ivan Allen College of the Liberal Arts
Georgia Institute of Technology

Next Application Date:
January 15, 2009 for Admission Fall 2009

<http://dm.lcc.gatech.edu>

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Program Description

The School of Literature, Communication, and Culture at Georgia Tech is unique in housing within a single academic unit a faculty of internationally known practitioner-theorists who combine scholarship in the arts and humanities with a depth of experience in computationally sophisticated environments. Faculty in the program hold degrees in English, Art, Law, Classics, Film, Performance Studies, Mathematics and Computer Science, and do research in virtual reality, augmented reality, educational computing, on-line communities, responsive environments, artificial intelligence, bio-informatics, interactive video, and game design.

The Georgia Tech Digital Media Ph.D. provides both the theoretical and the practical foundation for careers as digital media researchers in academia and industry. The advent of a new medium of human communication and representation is a significant event in human social and cultural history, and introduces the possibility of new genres of artistic expression as well as new forms of information and knowledge transmission. The study of these new forms – from the point of view of the creators and the analysts – is an emerging field, one that requires a convergence of the methodologies of several traditional disciplines, and one that is also defining its own methodologies of research and practice.

The DM Ph.D. program usually enrolls 5 full-time students each Fall Semester. DM students come from a range of educational backgrounds and have diverse intellectual and creative objectives. Many have significant work experience in a professional field. Students come with academic backgrounds from such fields as acting, anthropology, architecture, communications, computer science, engineering, English studies, graphic design, history, journalism, law, library science, management, marketing, philosophy, social work, software development, technical writing, and television production. The program welcomes a socially diverse and international student body.

Among the recent corporate partners of the program who have provided internships or participated as research partners are: Alcatel-Lucent, Cisco Systems, Direct TV, Microsoft, Amazon, Yahoo, Google, Turner Broadcasting, CNN, nurun | ant farm, Schematic, IBM, Childrens Television Workshop, ABC, Disney Imagineering, Electronic Arts, LucasArts, Disney Interactive, Kaneva, IQ TV, Alcatel Lucent, Cisco/Scientific Atlanta. Non-profit partners include GPTV, WABE, the High Museum, the Museum of Modern Art (NYC), National Academy of Television Arts and Sciences, Bremen Jewish Heritage Museum,

Other Sources of Information

Program website: <http://dm.gatech.edu>

For Prospective Applicants: <http://www.gradadmiss.gatech.edu/>

Office of the Dean of Students: <http://www.deanofstudents.gatech.edu/>

Office for Graduate Studies and Research: <http://www.grad.gatech.edu/>

Calendar and Registration: <https://oscar.gatech.edu>

Admission, Tuition and Financial Aid

Admission Schedule

The final deadline for completed applications is January 15. Students are only admitted to begin courses for the Fall semester. Decisions are announced by April 1st. Applications are accepted online at <http://grad.gatech.edu/admissions/> and must include a work sample, which can be provided online or sent to the Director of Graduate Studies (DGS) for the DM program. If the sample is submitted online, it must be consistently available from February 1 – May 31 of the year of application.

Application Components

Students must provide the following information for admission. *Incomplete applications will not be considered.*

- Graduate Record Exam (GRE) test scores
- TOEFL score for non-native English speakers
- Completed On-line Georgia Tech Graduate Application Form
- Work Sample provided online or send in hard copy to Director, Digital Media Graduate Program, Skiles 340, School of Literature, Communication, and Culture, Georgia Tech, 686 Cherry St. , Atlanta GA 30332
- Georgia Tech Application Fee: \$50.00
- Certified undergraduate transcript (also graduate transcripts, if applicable)
- Three letters of recommendation
- Statement of adequate funds (international students only)

Admission Process

After all application materials are received by the DM office, a student's application is considered by a committee of DM faculty who assess each application individually since there is no single template for admission. The committee looks for analytical ability, design ability, knowledge of media forms, technical skills, academic preparation, work experience, understanding of the scope of the DM program, and fit with the offerings and research agenda of the program. In some cases, students may be offered conditional acceptance based on the satisfaction of requirements, such as the receipt of delayed test scores, demonstration of satisfactory English language skills, or the maintenance of a satisfactory Grade Point Average (GPA) during the first semester of study. Occasionally the admissions committee will establish a waiting list for admission.

Prospective applicants may address questions **before the application deadline** to the Director of Graduate Studies or the Assistant to the Director. Applicants are also encouraged to attend the Demo Days of the program, which are held toward the end of Fall and Spring semesters and usually include an informational meeting for applicants.

The Graduate Program does not provide feedback on unsuccessful applications.

Tuition and Fees

Annual tuition and fees are listed in the Georgia Tech catalog or the Office of the Bursar website at: <http://www.bursar.gatech.edu/tuiandfee.php>. Please note that though some students receive Assistantships which cover tuition costs, all students are responsible for the fees which are substantial and due each semester.

Graduate Assistantships and Other Funding

The DM program offers most PhD students support on a year-to-year basis in the form of one half time (20 hour/week) Graduate Assistantships paying \$1800/month for 9-months (two semesters). Graduate Teaching Assistants teach one undergraduate course per semester. Graduate Research Assistantships work under the supervision of DM faculty on a variety of research projects. Research support is sometimes available for the summer as well. Students are not expected to require support for more than 4 years. Assistantships include remission of all tuition, but **students are required to pay student fees each semester.**

For information on fellowships and loans, visit: <http://www.finaid.gatech.edu/graduate/>.

Special Instructions for International Students

Before international students may be granted an I-20 visa, they are required to provide evidence of independent financial support to cover the cost of attendance for the first year at Georgia Tech. *Cost of attendance* includes tuition, room/board, and books. The amount that must be verified is set by the Graduate College at Georgia Tech, and varies slightly on an annual basis to reflect changes in tuition, room/board, and fees. *For 2008-2009, the figure is approximately \$29,926* (calculated from <http://www.finaid.gatech.edu/costs/>). Upon receipt of the application and application fee, the DM program assistant notifies international students of the amount of the financial resources they must document in order to receive the I-20 visa. Students are required to provide a bank statement that documents that the funds are registered in the student's name, or in the name of a parent or guardian. *No visa can be granted without the official documentation of required funds.*

More information can be found on the Office of International Education website: <http://www.oie.gatech.edu/iss/>.

Facilities

Digital Media Learning and Research Labs

The DM Program has dedicated learning and research labs on the ground floor and third floor of the Skiles Classroom Building. The DM computer labs offer an extensive range of equipment for importing, editing, storing, and displaying graphics, video, and audio. Although each DM PhD student is allocated a computer workstation and personal storage space on the common LCC server, DM students are encouraged to use external media, such as USB thumb drives and firewire/USB hard drives, to store their files.

DM provides a limited number of video cameras for use in class and on research projects, but students interested in doing extensive original video work are encouraged to purchase their own cameras.

The James and Mary Wesley Center for New Media Education and Research

The James and Mary Wesley Center for New Media Education and Research promotes the practical, theoretical and historical investigation of the application and development of new media technologies in the areas of education, design, digital art and culture. The Wesley Center for New Media is interested in film, television, performance art and literary forms, all of which are now in a cultural dialogue with new digital media.

The Wesley Center is affiliated with laboratories and research groups, including the Experimental Game Lab, the Emerging Game Group, the eTV Lab, Imagination, Computation, and Expression Lab, Adaptive Digital Media Lab, and the Digital World and Image Group.

The Graphics, Visualization, and Usability Center (GVU)

LCC participates in Georgia Tech's Center for Graphics, Visualization, and Usability (GVU). The GVU offers DM students access to high-end graphics and computational environments. GVU research interests include projects in three-dimensional computer graphics, data and program visualization, user interface software, medical informatics, augmented reality, virtual reality, ubiquitous computing, digital video effects, animation, and human-computer interaction. DM faculty have research labs in GVU focused on tangible media and augmented reality, and active collaborations in several other areas.

All DM students are invited to join the GVU and to attend the weekly "Brown Bag" Thursday lunches, in which GVU members report on their research. Brown Bag Lunch can be taken as a one-credit course. (Past GVU Brown Bag events can be seen online at <http://www-static.cc.gatech.edu/gvu/streaming/archives.html>).

The Georgia Tech Library

The Georgia Tech Online Library (GTEL) provides access to the holdings in Georgia Tech's library, other library catalogs, and selected commercial databases. Students can access GTEL from one of the dedicated terminals in the library or from a remote location. The library catalog can also be accessed through the library's website at <http://www.library.gatech.edu>. The DM program has a library liaison who is available to assist students with program-related research.

The DM computer labs offer an extensive range of equipment for importing, editing, storing, and displaying graphics, video, and audio. Although each DM student is allocated personal storage space on the common LCC server, DM students are encouraged to use external media, such as USB thumb drives and firewire/USB hard drives, to store their files.

DM provides a limited number of video cameras for use in class, but students interested in doing extensive original video work are encouraged to purchase their own cameras.

Program Requirements for the Ph.D. in Digital Media

Curriculum and Course of Study

Students will take 60 graduate credits from the following categories:

Foundational and Required Courses

Bolded courses are not open to waiver or substitution. Other courses may be substituted with equivalent previous work or alternate courses. Students should consult their advisors and the Director of Graduate Studies to determine the appropriate individual course of study.

LCC 6310 The Computer as an Expressive Medium (3 credits)

LCC 6311 Visual Culture and Design (3 credits)

LCC 6312 Design, Technology, and Representation (3 credits)

LCC 6313 Principles of Interactive Design (3 credits)

LCC 6650 Project Studio (3 credits)

LCC 6316 Historical Approaches to New Media (3 credits)

LCC 8001 Pro-Seminar I (3 credits)

LCC 8002 Pro-Seminar II (3 credits)

LCC 9000 Doctoral Dissertation (6 credits)

Required Minor Concentration (9 credits):

Three related courses outside of the School of Literature, Communication, and Culture. These courses may be in other Schools of the Ivan Allen College, or in colleges or interdisciplinary fields of the Institute.

Examples of a minor concentration in Computer Science:

CS 6750 Introduction to Human Computer Interaction

CS 6460 Foundations of Educational Technology

CS 6470 Online Communities

This requirement must be certified by a form signed by the DGS and filed with the Georgia Tech graduate office. The form is available online at <http://grad.gatech.edu>

Elective Courses

LCC 6314 Design of Networked Media (3 credits)

LCC 6315 Project Production (3 credits)

LCC 6317 Interactive Fiction (3 credits)

LCC 6318 Experimental Media (3 credits)

LCC 6319 Intellectual Property Policy and Law (3 credits)

LCC 6213 Educational Applications of New Media (3 credits)

LCC 6215 Issues in Media Studies (3 credits)

LCC 6320 Globalization and New Media (3 credits)

LCC 6321 Architecture of Responsive Spaces (3 credits)

LCC 6650 Project Studio (repeatable) (3 credits)

LCC 7999 Preparation for Ph.D. Comprehensive Examination (variable credit)
LCC 8803 Special Topics (repeatable) (3 credits)
LCC 8813 Advanced Issues in Interactive Narrative (repeatable) (3 credits)
LCC 8823 Special Topics in Game Design (repeatable) (3 credits)
LCC 8930 Special Problems (repeatable) (3 credits)
LCC 8831 Special Topics in Technologies of Representation (repeatable) (3 credits)
LCC 8999 Preparation for Doctoral Dissertation

Elective courses from other academic units may be substituted with approval of the DGS.

Portfolio Review

The Director of Graduate Studies will consult the Chair of the Individualized Comprehensive Exam (who is also the presumptive Dissertation Chair) and the instructor(s) for LCC 6310 at the end of the first year of graduate work to determine if the student has fulfilled the technical requirement for:

- Demonstration of programming competency with grounding in foundational principles of software engineering (can be fulfilled with coursework: LCC 6310).
- Digital Media project design and implementation at level of outstanding DM Master's project, as certified by advisor and Director of Graduate Studies.

Fulfilling the portfolio requirement is a pre-requisite for taking the Individualized Comprehensive Examination.

Comprehensive Examinations

Written Examination Part I: Common Examination

Students will take a common Comprehensive Examination after completing LCC 8000 and LCC 8001, usually in the Spring of their first year in the Ph.D. program.

Written Examination Part II: Individualized Examination

Students will take an Individualized Examination, usually by the end of their 4th semester (Spring of their second year) in the Ph.D. program.

In consultation with the Director of Graduate Studies, students will identify a Comprehensive Committee Chair and two additional Comprehensive Committee members, usually by the end of their first year, and will prepare an Examination List by the first semester of their second year, based on four areas but omitting works covered by the Common Examination:

- Media Theory and Related Theoretical Contexts
- Traditional Media Technologies and Forms
- Digital Media Technologies and Forms
- A specialty of the student's choosing

The examination list, which is available online at http://www.idt.gatech.edu/Ph.D./Ph.D._exam_list.htm, should be used as a starting point for individual lists.

Oral Comprehensive Examination

Within 2 weeks after the completion of both the Common Comprehensive and the Individualized Comprehensive Examinations, students will take a two-hour Oral Comprehensive Examination administered by the Comprehensive Committee. The Oral Examination will cover the Comprehensive Examination essays, the common and specialized Reading List, and include a preliminary statement of the student's Dissertation, which the Committee will help the student to refine.

Ph.D. Dissertation

Proposing the Dissertation Topic

After passing the Comprehensive Exam, the student will identify a Dissertation Director and two Dissertation Committee members from the Digital Media faculty. The student will meet with Dissertation Director regularly to prepare a Dissertation Prospectus. When the Dissertation Committee Chair deems the student is ready, usually within six months of the Oral Comprehensive Examination, a public Oral Dissertation Prospectus Defense will be scheduled.

Written Dissertation Prospectus

The written prospectus is a document intended to demonstrate that the student is poised to make a unique contribution to a research or scholarly field. There may be significant differences between a Dissertation prospectus making theoretical arguments and one which centers upon the design and implementation of a new digital media system. Additionally, a prospectus may contain a rationale for radical interdisciplinary methods, results, specification and/or implementation documentation, and evaluation sections.

The prospectus document will include:

- 1) A statement of the Dissertation claim(s), a significant part of the argument of the Dissertation in support of the claims making clear the theoretical and technical context of the work, the methods it will employ, and the original contribution to knowledge it offers,
- 2) a literature review (including non-print media) and a complete (i.e. updatable but not infinitely expandable) bibliography,
- 3) an appropriate representation of the structure, components, and scope of the document and associated artifacts that will constitute the Dissertation work as determined by the dissertation Chair(s) and Committee Members (e.g. a table of contents, chapter outlines, completed chapters, wire frames, a prototype, and/or detailed specifications).
- 4) A timeline for completion

Oral Defense of Dissertation Prospectus

The oral presentation should summarize the contents of the written Dissertation Prospectus and demonstrate evidence of significant completed work, including an implementation demonstration when appropriate.

The oral Dissertation proposal presentation will be performed before the student's 3 member Digital Media dissertation committee and will be open to other DM faculty and to students in the DM Ph.D. program. As during the Comprehensive Examination, the student will have an opportunity to present ideas and engage in a constructive dialogue about the work. Unlike the Comprehensive Examination, this presentation is focused on depth rather than breadth, and the crux of the dialogue will be the student's focused original and intended contributions to the field. The student and the student's Dissertation

Chair and Dissertation Committee Members will decide upon the exact scheduling and time of the oral presentation. Usually the presentation is made as part of the Ph.D. Colloquium. The non-Committee members will be present for the formal presentation and a brief public question period. They will then be asked to leave and the Committee will discuss the Prospectus with the student. If the Committee determines that the Prospectus is acceptable, then they will sign the Georgia Tech Dissertation Topic Approval Form which the student will file with the Georgia Tech Graduate Office.

Advancing to Candidacy

Ph.D. students advance to candidacy when they have finished all required course work, excluding the minor, have passed the two written and one oral Comprehensive Examinations, and have successfully identified a Dissertation Committee and submitted and defended a Dissertation Prospectus. Advancement to candidacy requires filing the Request for Admission to Ph.D. Candidacy Form, included in the Appendix and also available online: <http://www.grad.gatech.edu/thesis/forms.html>

Although it is not necessary for Candidacy, most students also file at the same time the Certification of Minor form, available from the Digital Media graduate office.

Time Limit for Completion: 7 Year Rule

Students must complete all degree requirements within seven years from the end of the term in which they pass the comprehensive examination.

Preparation of the Dissertation

Students will meet with their advisors regularly while working on the Dissertation and establish a timeline with deliverables at clear milestones. It is expected that students will complete the Dissertation within two years of advancing to candidacy. Usually this process takes place while in residence and registered full time in the Ph.D. program, with support from a research or teaching assistantship. Students who work on the Dissertation away from Georgia Tech are expected to enroll part-time in order to receive appropriate Dissertation supervision.

Once the topic has been approved, students should identify the 2 external members of their Dissertation Committee, who must have earned Ph.D.'s and may come from other units at Georgia Tech or from other institutions. It is advisable to show them the prospectus and ask them to serve on the committee. These external members will attend the Dissertation Defense along with the 3 internal committee members.

The student should submit the Dissertation drafts chapter by chapter to the Dissertation Chair, and should consult with the Chair on how best to employ the other members of the Dissertation Committee during the drafting period. The student should also take advantage of demo days, conference calls, and journal publication opportunities during this time to establish interim deadlines and receive wider visibility and feedback on the work in progress.

Defending and Submitting the Dissertation

When the Dissertation Chair and Committee members agree that the Dissertation is ready, the student should distribute a proposed final copy to all members of the Committee and arrange with the Digital Media Program office to schedule an Oral Defense. All members of the Dissertation Committee must be present at the Dissertation Defense, preferably in person, but by audio or video link if necessary. Distant members must be able to see the same slides and demonstration as members who are physically present. The student makes a formal presentation of about 45 minutes, employing appropriate visuals. The presentation should present the main arguments of the Dissertation and demonstrate all interactive elements either live or (if the Chair approves) by video. The Oral Ph.D. Dissertation Defense includes a period of questions from a public audience and then a private session of questioning by the Committee. The Committee then consults briefly without the Candidate, and the Candidate is informed of approval/disapproval or requirements for changes.

When a final version of the Dissertation text is prepared, the student should obtain signatures on the Certification of Thesis Approval For Doctoral Students Form of the Georgia Tech Graduate Office available at <http://www.grad.gatech.edu/thesis/forms.html>. All theses and dissertations must be submitted electronically via the GT Library-Graduate Studies joint ETD web site at <http://etd.gatech.edu>. For more information see http://www.grad.gatech.edu/thesis/electronic_submission.html.

Graduation Procedures

During the semester preceding the semester of anticipated graduation, the student must submit to the Registrar's Office an **Approved Program of Study form** and a **Petition to Graduate form**. Both forms are available in the Registrar's Office.

In order to participate in commencement, the approved dissertation and all associated forms must be submitted by the date and time specified by the Registrar and published online in OSCAR: <https://oscar.gatech.edu>.

The Institute requires that students be enrolled during the term of graduation. Students can request a waiver of this requirement by completing an **Enrollment Requirement Waiver Form**. The form is available from the Graduate Office or online at http://www.grad.gatech.edu/thesis/Forms/Enrollment_Waiver_form.pdf. Waiver will be granted only to students who have completed all requirements for the degree – except for completion of the doctoral thesis. The Graduate Office mails graduation ceremony information to students at their Georgia Tech mailboxes. This includes information about cap and gown rental, ceremony times, invitations, and receptions.

Sample Program of Study for Students Entering with Bachelor's Degree

Year One – Fall

| | |
|---|---|
| LCC 6310 Computer as Expressive Medium | 3 |
| LCC 6311 Visual Culture and Design | 3 |
| CS 6750 Intro to HCI (minor elective) | 3 |
| LCC 8997 Research Assistantship or | 3 |

Total Semester Hours 12

Year One – Spring

| | |
|---|---|
| LCC 6312 Design, Technology, and Representation | 3 |
| LCC 6313 Principles of Interactive Design | 3 |
| LCC 6650 Project Studio | 3 |
| LCC 8997 Research Assistantship or | 3 |

Total Semester Hours 12

Summer: Internship or Research Appointment

Year Two – Fall

| | |
|--------------------------------|---|
| LCC 6316 Historical Approaches | 3 |
| LCC 6317 Interactive Fiction | 3 |
| LCC 6650 Project Studio | 3 |
| LCC 8997 RA | 3 |

Total Semester Hours 12

Year Two – Spring

| | |
|------------------------------------|---|
| LCC 7000 Masters Thesis OR | 6 |
| LCC 6800 Masters Project | |
| CS 6340 Online Communities (minor) | 3 |
| LCC 8997 Research Assistantship | 3 |

Total Semester Hours 1

Awarding of Masters Degree in Digital Media

Choose Dissertation Advisor

Year Three – Fall

| | |
|---|---|
| LCC 8000 Pro-Seminar I for Ph.D. Students | 3 |
| CS xxxx Minor Elective | 3 |
| LCC 6650 Project Studio (with Advisor) | 3 |
| LCC 8997 Research Assistantship or | 3 |
| LCC 8998 Teaching Assistantship | |

Total Semester Hours 12

Year Three – Spring

| | |
|--|---|
| LCC 8001 Pro-Seminar II for Ph.D. Students | 3 |
| LCC 6650 Project Studio (with Advisor) | 3 |
| LCC xxx (elective) | 3 |
| LCC 8997 Research Assistantship or | 3 |
| LCC 8998 Teaching Assistantship | |

Total Semester Hours 12

Specialist/Dissertation Committee Chosen; Specialist List Filed and Approved

Year Four – Fall

| | |
|---|---|
| LCC 7999 Prep for Qualifying Exam | 6 |
| LCC 6650 Project Studio (with Advisor) | 3 |
| LCC 8997 Research Assistantship or | 3 |
| LCC 8998 Teaching Assistantship | |

Total Semester Hours 12

Year Four -- Spring

| | |
|---------------------------------|---|
| LCC 8999 Prep for PhD Diss | 3 |
| LCC6650 Project Studio | 3 |
| LCC 8997 RA or | 3 |
| LCC 8998 Teaching Assistantship | |

Total Semester Hours 12

Comprehensive Examination (Quals) Part II and Oral passed

Dissertation Prospectus Defended and Approved – Advance to Candidacy

Year Five -- Fall

| | |
|---|---|
| LCC 8999 Preparation for Dissertation | 6 |
| LCC 6650 Project Studio (with Advisor) | 3 |
| LCC 8997 Research Assistantship or | 3 |
| LCC 8999 Teaching Assistantship | |

Total Semester Hours 12

Year Five -- Spring

| | |
|---|---|
| LCC 9000 Doctoral Dissertation | 6 |
| LCC 6650 Project Studio (with Advisor) | 3 |
| LCC 8997 Research Assistantship or | 3 |
| LCC 8999 Teaching Assistantship | |

Total Semester Hours

Dissertation completed and defended

Sample Program of Study (entering with Master's Degree)

Year One – Fall

| | |
|--|-----------|
| LCC 8000 Pro-Seminar I for Ph.D. Students | 3 |
| CS 6310 Computer as an Expressive Medium | 3 |
| LCC 6650 Project Studio (with prospective Dissertation Director) | 3 |
| LCC 8997 Research Assistantship or | 3 |
| LCC 8999 Teaching Assistantship | |
| Total Semester Hours | 12 |

Year One – Spring

| | |
|--|-----------|
| LCC 8001 Pro-Seminar II for Ph.D. Students | 3 |
| LCC 6650 Project Studio (with prospective Dissertation Director) | 3 |
| LCC 6321 Globalization and New Media (elective or minor) | 3 |
| LCC 8997 Research Assistantship or | 3 |
| LCC 8999 Teaching Assistantship | |
| Total Semester Hours | 12 |
| Comprehensive Examination Part I passed | |
| Advisor Chosen | |

Year Two -- Fall

| | |
|---|-----------|
| LCC 7999 Preparation for Comprehensive Examination (or minor) | 6 |
| LCC 6650 Project Studio (with Dissertation Director) | 3 |
| LCC 8997 Research Assistantship or | 3 |
| LCC 8998 Teaching Assistantship | |
| Total Semester Hours | 12 |
| Quals/Thesis Committee Chosen; Specialty List Approved | |

Year Two -- Spring

| | |
|--|-----------|
| LCC 8999 Preparation for Dissertation (or minor) | 6 |
| LCC 6650 Project Studio (with Dissertation Director) | 3 |
| LCC 8997 Research Assistantship or | 3 |
| LCC 8998 Teaching Assistantship | |
| Total Semester Hours | 12 |
| Comprehensive Examination Part II and Oral passed | |

Year Three -- Fall

| | |
|--|-----------|
| LCC 8999 Preparation for Dissertation | 6 |
| LCC 6650 Project Studio (with Dissertation Director) | 3 |
| LCC 8997 Research Assistantship or | 3 |
| LCC 8999 Teaching Assistantship | |
| Total Semester Hours | 12 |
| Dissertation Prospectus Approved – Advance to Candidacy | |

Year Three -- Spring (and subsequent semesters if necessary)

| | |
|--|-----------|
| LCC 9000 Doctoral Dissertation | 6 |
| LCC 6650 Project Studio (with Dissertation Director) | 3 |
| LCC 8997 Research Assistantship or | 3 |
| LCC 8999 Teaching Assistantship | |
| Total Semester Hours | 12 |
| Dissertation completed and defended 1-2 years after Comprehensive Examination | |

Other Requirements of the Degree

Teaching Requirement

All Ph.D. students are required to teach a minimum of two courses (one per semester) as part of their graduate preparation. Teaching may be in the form of assisting in a course primarily taught by a faculty member or it may involve taking sole responsibility for an undergraduate course offered by LCC. Students will be matched with courses in the area of their expertise and will be appropriately compensated with a teaching assistantship.

Full-time Residency Requirement

The DM program requires a minimum of two semesters in residence with full-time study. Students are expected to remain in residency and enroll full-time at least until the point of Advancing to Candidacy.

Course Load Requirements

Although the Institute sets the minimum course load for part-time students at 3 hours per term, **the DM program does not enroll part-time students.** Students with GRAs, fellowships, tuition waivers, or student visas, and students assigned to the Institute by the armed forces for the purpose of pursuing a degree, are required to be enrolled for a minimum of **12 credit hours** of letter grade or Pass/Fail credit per term. Graduate Research Assistants (GRAs) typically enroll in LCC 8998 for 3 hours of audit credit as a means to remain full-time. **LCC 8998 does not count toward the 60 credits required for the degree.**

Annual Review of Progress toward the Degree

Students should schedule an annual meeting with their advisors and/or the DGS to review their Progress to the Degree with the help of the Progress to Degree Form included in the Appendix to this *Handbook*. Faculty review student progress at meetings throughout the year and students who are found to be making insufficient progress may lose eligibility for assistantships and may be asked to withdraw from the program.

Academic Standing in the DM Program

Note that the DM Program's standards are in addition to the standards for Good Academic Standing at the Institute.

To be in Good Academic Standing within the Digital Media Ph.D. Program, students must

- Take at least 3 academic (non-audit, graduate level, approved) courses per semester
- Complete the work of paid research assistantships to the satisfaction of the supervisor
- Complete all course work with a grade of B or higher

- Complete all core courses by the end of the first year of study
- Not be in violation of the Honor Code or program standards of Professional Conduct
- Demonstrate acceptable written and oral skills in English
- Make clear and timely Progress to the Degree according to the guidelines on the Progress to the Degree Form (see appendix)

Students who are not in Good Academic Standing within the DM Program will not be eligible for Assistantships and may be put on probation or dismissed from the program, based on the decision of the DGS in consultation with the Graduate Faculty. Students placed on probation will be given one semester in which to remedy deficits in performance. Students may be dismissed without prior probation at the discretion of the DGS and faculty.

Expectations of Paid Graduate Assistants

Research and teaching assistantships are contracts for a specific numbers of hours of work under the supervision of a faculty member. Students are expected to meet weekly with the supervising faculty and to fulfill all assigned tasks in a timely manner. Most MS Ph.D. assistantships are for 1/2 time, or 20 hours per week for the duration of the semester (including finals week). Students may be asked by supervising faculty to account for the time with timesheets. It is acceptable to work extra hours one week and fewer hours the next, but the total should conform to 20 hours per week.

The scope of duties will be determined by the research supervisor or the DGS. Students should never be asked to perform personal services of any kind for a faculty member or to apply assistantship hours for any purpose other than their explicit research or teaching responsibilities, and any associated writing, technical support, or demonstration requirements.

Students who find they do not have the skills or are otherwise unable to perform their assigned tasks must make the situation known to their supervisor immediately. Students who receive assistantships but do not perform assigned tasks in a conscientious and timely manner may be asked to repay the funds, and will not be eligible to receive further funding.

Students who are confused or otherwise unhappy with the requirements of their assistantship should feel free to talk to the DGS or LCC Chair if they are unable to reach an understanding with their supervisor.

Honor Code and Professional Conduct

The Honor Code at Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards and to uphold the Honor Code <http://www.catalog.gatech.edu/rules/18b.php> as a condition of participation in the Georgia Tech DM Program. Students who are found to be in violation of the Honor Code may be placed on probation or dismissed from the program. Examples of violation of the Honor Code include (but are not limited to)

violations of copyright using Institute machines (e.g. illegal downloads), presenting the work of others as one's own, falsifying credits or recommendations, falsifying CV information or skill qualifications.

In addition, students who behave in ways that are inconsistent with professional responsibility or that impede the work of others will not be considered in good standing in the program and will be subject to probation or dismissal. Examples of unprofessional behavior include (but are not limited to) failure to perform assigned work for assistantships, failure to keep research or advising appointments, carelessness or mishandling of program equipment, violation of security procedures that puts equipment or people at risk, disruptive behavior that impedes the work of others.

Students who witness violations of the Honor Code or of professional conduct are asked to report them to the faculty and the Director of Graduate Studies.

Optional Internships

Ph.D. students who choose to can participate in the established internship program of the M.S. program, which customarily takes place during the summer months. The program has contacts in corporate and academic research labs, arts and cultural institutions, and across the several industries involved in creating Digital Media. Students are responsible for identifying their own internships, but the DGS and other DM faculty can often be helpful in making suggestions. It is also useful to attend the M.S. students' reports on their summer internships which occur at a meeting usually held during the first week of the semester.

Policies and Procedures

Waivers of Core Courses

Students may have had courses they feel are quite similar to the four core courses which are at the heart of the DM M.S. degree and required for the Ph.D. as well: LCC 6310, LCC 6311, LCC 6312, and LCC 6313. A waiver from one of these core course may be granted when the student can provide evidence of comparable course content (syllabi) and performance (transcripts) that satisfies the Director of Graduate Studies. Students may also request substitution of another Georgia Tech graduate course in the case of specialty interests, such as a 3D course in substitution for LCC 6311 or LCC 6312. **The waiver of core courses does not change the requirement of 36 credits of DM graduate work.** Credits taken elsewhere do not count toward the DM degree.

Policy on Transfer Credits

Work taken at other institutions is not accepted for transfer credit toward the DM Degree.

Course Grades and Repetition of Courses

The DM Ph.D. Program will not accept for credit toward the degree any course in which a student receives a grade less than a letter grade of "B." Students receiving a "C" or below in an LCC required course must repeat the course or take an acceptable substitute

with the guidance of their advisor and approval by the DGS. **Students receiving more than one grade of C or below may be asked to withdraw from the program.**

Credit for Georgia Tech Courses Outside the DM Program

The DM Ph.D. Program will not accept undergraduate courses or graduate courses outside of the DM program for credit toward the degree, unless they are taken at Georgia Tech and have been approved in advance in writing by a DM faculty advisor or the DGS.

Courses listed as suggestions in official program handouts or emails from the Director of Graduate Studies are assumed to be approved in advance for all students. In general, students are encouraged to take courses at the graduate level in closely related and overlapping subjects in the College of Computing, the Industrial Design Program of the College of Architecture, and Digital Music.

For other courses, check with your advisor or the DGS. Taking courses without permission that are not considered by DM faculty to be directly related to progress toward the DM Ph.D. will have a negative impact on a student's academic standing and may result in loss of eligibility for GRA support.

Taking Upper Level Undergraduate Courses

In general, students interested in taking upper-level undergraduate courses in highly relevant subjects not offered within the graduate curriculum should see the instructor and the DGS to arrange to take a concurrent (jointly meeting) graduate level version of the course with different assignments and a graduate course number. When enrolling for a jointly meeting course that is listed in the catalog under both UG and G numbers, be sure to sign up for the Graduate version. Graduate courses have numbers of 6000 or above.

Students who have taken jointly meeting graduate/undergraduate courses while undergraduates at Georgia Tech must get permission of the DGS before enrolling for the same course at the graduate level. In cases where the course varies widely in content from year to year or instructor to instructor (such as courses in Experimental Media and Digital Art), it may be appropriate to repeat it for credit. It is also appropriate to take LCC 6650 Project Studio for graduate credit even if the student has taken undergraduate research courses that meet concurrently with LCC 6650.

Undergraduate and Other Courses Not Credited toward the Degree

Students lacking in preparation may be required to take an undergraduate course for undergraduate credit, or a not-for-credit English as a Second Language course or other basic skills course in addition to their graduate course requirement. Such remedial courses will not count toward the degree.

Policy on Academic Performance and Incompletes

Students must maintain a minimum overall GPA of 3.0. Students who fall below that minimum GPA for two consecutive semesters are no longer in Good Standing and will be subject to dismissal from the program.

Under Georgia Tech rules, the faculty of the School of LCC may assign a grade of “Incomplete” (I) only when a student has been unable to complete the requirements of a course by reason of illness, extensive travel, commitments to employers, and other unexpected and unavoidable situations over which the student had no control. Grades of Incomplete can only be assigned to courses designated as letter grade. Pass/Fail courses must be completed by the end of the semester, or a failed grade will be issued. The student may work out an arrangement with the professor involved to complete the work in the following semester and have the grade changed. If the student has an incomplete lasting more than one semester, the Registrar will automatically convert that incomplete into a grade of “F” (without sending a warning). The student must successfully complete at least 75% of the credits the student registers for, or the Registrar will automatically place the student on academic probation, and the student will not be eligible for financial aid.

Students who do not complete Incompletes and receive a letter grade of “F” will have that grade counted toward their GPA, and will therefore be at risk for dismissal from the program.

Readmission Policy

Any student in Good Standing who is not enrolled for a single term will be allowed to re-enroll without applying for readmission to the Institute. There is no distinction between the terms of the regular academic year and the summer term.

Students who are not enrolled (and not on “coop at work” status) for TWO or more semesters, excluding the summer term, must apply for readmission.

A student who is on Academic Warning or Probation who is not enrolled for a single term will have an automatic hold placed on his/her registration which must be cleared by the student’s major school.

Any student, except a part-time graduate student, who withdraws and wishes to return the following term, must complete a readmission application and a Faculty Petition. Part-time graduate students are required to complete only a readmission application. The deadline for these documents is set by the Registrar’s Office.

The **Application for Readmission form** is available in the Registrar’s Office and must be submitted along with the required documentation by specific deadlines.

Alumni Policies

Alumni are always welcome guests of the program and are strongly encouraged to come back for visits and to keep us posted on their activities. Alumni resources are available on

the intranet pages of the DM website: <http://dm.gatech.edu/intranet/>. Reunions of alumni are arranged from time to time by the DGS and alumni are encouraged to seek help from and be helpful to fellow graduates and current students in the program.

Graduated or unenrolled students do not have access to program resources (such as computer facilities) by virtue of previous or anticipated student status. Students who are interrupting or terminating their enrollment at Georgia Tech are required to return all keys to the appropriate administrator, and should make their own copies of all server-based computer files, since their accounts may be deleted.

Digital Media Graduate Course Descriptions

6310: The Computer as an Expressive Medium

Required course for all DM majors. Explores the development of the representational power of the computer and the interplay between digital technology and culture. Topics include computer code, structured documents, databases, hypertext, graphical user interface, simulations, online communities, gaming, artificial life, artificial intelligence, virtual reality. Offered in Fall semester.

LCC 6311: Visual Culture and Design

Required course for all DM majors. Explores visual media through a mutually instructive and integrated interplay between critical analyses and the creation of digital artifacts. Offered in Fall Semester.

LCC 6312: Design, Technology, and Representation

Required course for all DM majors. Explores historical, cultural, and theoretical issues raised by technologies of representation through critical analyses and the creation of digital artifacts. Offered in Spring Semester.

LCC 6313: Principles of Interactive Design

Required course for all DM majors. Design principles for exploiting the affordances of the digital medium, including large information spaces and procedural environments. Topics include: shaping participation, scripting behaviors, segmentation and navigation of encyclopedic environments, assessing legacy conventions, and defining new genres. Offered in Spring Semester.

LCC 6314: Design of Networked Media

Issues in hypertextual and multimedia design in networked environments, including the World Wide Web, interactive television, and wireless applications.

LCC 6315: Project Production

Focuses on defining user and client needs, analysis of competing products, budgeting, scheduling and management of the production process, and the design of the testing process.

LCC 6316: Historical Approaches to Digital Media

Explores the place of digital media in the context of earlier media, including various forms of writing as well as the visual media.

LCC 6317: Interactive Fiction

Students create interactive fictions in a variety of formats, including intersecting story worlds, interactive characters, simulations, and replay worlds. Models include films, print stories, hypertexts, online virtual worlds, and electronic games.

LCC 6318: Experimental Media

Familiarizes students with several areas of emerging technologies by critically examining texts and artifacts within the context of their technical, historical, and cultural antecedents, with a focus on how technologies and culture mutually influence one another. Our underlying mission is to question the assumptions under which one works when designing, and to understand how emerging technologies and critical practices may offer us a way to reshape and rethink the world.

LCC 6319: Intellectual Property Policy and Law

Students examine constitutionally informed policy and pragmatic legal issues in intellectual property law, focusing on the effects of power structures and information digitization.

LCC 6213: Educational Applications of New Media

Investigates the educational theory and pedagogical uses of new media applications.

LCC 6215: Issues in Media Studies

Seminar in mass media and formats of representation from multiple perspectives. Topics announced as offered. May be repeated.

LCC 6320: Globalization and New Media

Historical and theoretical overview of the connections between modes of global integration and modes of representing information, and the application of these insights to globally-conceived information design projects.

LCC 6321 Architecture of Responsive Spaces

Students explore the architecture of hybrid computational and physical spaces, how we can build habitation configured of physical matter and responsive computational media.

LCC 6650: Project Studio (Multiple Sections)

At least one semester required of all DM students. Project Studio carries 3 credits and involves 9 hours of lab work per week and 1 hour of group seminar. Students work in small research groups headed by a DM faculty member. Each group is focused on an ongoing, long-term project which students join at different stages of development. Each project is aimed at a specific user group and presentation environment and incorporates complex content, often of an educational or creative nature. Each project individually, and the set of studio projects as a whole, aims at extending the representational power of the medium. As part of this effort, the studio groups participate in regular design reviews. May be repeated. Topics announced each year. Admission by permission of each section instructor.

LCC 8803 Special Topics in Digital Media

Topics vary by semester. May be repeated. May require permission of instructor.

LCC 8813 Advanced Issues in Interactive Narrative

Topics vary by semester. May be repeated. May require permission of instructor.

LCC 8823 Special Topics in Game Design and Analysis

Topics vary by semester. May be repeated. May require permission of instructor.

LCC 8831 Special Topics in Technologies of Representation

Topics vary by semester. May be repeated. May require permission of instructor.

LCC 6800 Master's Project: Digital Media OR

LCC 7000 Master's Project

Students enroll for 6 credits in their final M.S. semester (for those pursuing the M.S.)

LCC 7999 Preparation for PhD Qualifying Exam

Credit hours to be arranged

LCC 8000 Pro-Seminar in Media Theory

Required for all Ph.D. students in Digital Media. Others admitted by permission of instructor. (Offered Fall only)

LCC 8001 Pro-Seminar in Digital Media Studies

Required for all Ph.D. students in Digital Media. Others admitted by permission of instructor. (Offered Spring only)

LCC 8999 Preparation for Ph.D. Dissertation

Credit flexible. Open to students who have qualified for candidacy.

LCC 9000 Ph.D. Dissertation

Required of Ph.D. students. Taken in final semester of studies.

Administrative Credit Courses:

LCC 8997: Graduate Teaching Assistantship (3 hours of audit credit: counts toward full-time semester enrollment but not toward the degree)

LCC 8998: Graduate Research Assistantship (3 hours of audit credit: counts toward full-time semester enrollment but not toward the degree).

Examples of Minor / Elective Courses Outside of LCC

CS 6750 Introduction to Human-Computer Interaction

CS 6460 Foundation of Educational Technologies

CS 6470 Online Communities

CS 7450 Information Visualization

CS 8803 Web Usability

ARCH 6426 3D Modeling

Project Studio

LCC 6650 Project Studio carries 3 credits and involves 9 hours of lab work per week and 1 hour of group seminar. Students work in small research groups headed by a DM faculty member. Each group is focused on an ongoing, long-term project which students join at different stages of development. Each project is aimed at a specific user group and presentation environment and incorporates complex content, often of an educational or creative nature. Each project individually, and the set of studio projects as a whole, aims at extending the representational power of the medium. As part of this effort, the studio groups participate in regular design reviews.

Students can join a Project Studio group at varying levels of expertise and will usually learn specific technical skills as well as overall design and project management techniques from participating in the group. Individual learning goals are established to ensure that students extend their knowledge in the Project Studio, rather than merely working out of existing skills. Each student's individual work should provide a substantial practicum in digital project development, and the work of the group as a whole is expected to result in regular presentations and prototypes delivered to sponsors, end-users, or professional society audiences.

For all students, the Project Studio work is written up as both a job description and a set of learning goals by the Research Director and the student at the beginning of the semester. An evaluation meeting takes place at mid-semester, with both the student and the instructor offering written evaluation of the work to date, and again at the end of the semester. Project Studio work is graded with letter grades.

Group selection takes place during the first week of classes.

Project Studios 2008-2009

Ian Bogost LCC 6650I **Journalism and Videogames**

This project studio conducts research on the intersection of games and journalism. Despite the changes introduced by the web, journalism remains mostly the same online. News sites still publish written stories similar to those inked onto newsprint. They upload video segments like those broadcast for television. They stream monologues and interviews like those sent over the radio airwaves. The tools that make the creation and dissemination of news possible have become simpler and more accessible, but the process remains similar: stories still have to be written and edited, films shot and cut, radio recorded and uplinked.

The purpose of this project studio is to survey, document, and analyze all the historical, contemporary, and potential ways that videogames (and game-like media) have or can contribute to journalistic practice. We will strive to understand both "journalism" and "games" in the widest way possible, including news, editorial, journalism education, even media disciplines like entertainment and fashion. Likewise, we will consider traditional videogames, emerging genres, trends, interface techniques, and interaction models.

Participants are welcomed who are interested in either games or journalism or both, or any related domain. With questions, please feel free to contact Professor Ian Bogost at ian.bogost@lcc.gatech.edu.

Jay Bolter LCC 6650J1 **Augmented Reality Experience Design**

This Project Studio explores various technologies to design experiences for informal education, art, and entertainment, including mobile and pervasive games. I am a member of Augmented Environments lab and collaborate with Prof. Blair MacIntyre. We are especially interested in bringing AR to a larger audience using mobile technology (increasingly smart cellphones). Ongoing projects include:

1. A major initiative in the development of handheld AR games;
2. The development of location-based tours and artistic projects, including a narrative experience in the Oakland Cemetery in Atlanta;
3. A Digital Performance Initiative that combines AR and the MMO Second Life. This Digital Performance Initiative is a collaboration with Prof. Blair MacIntyre, Prof. Michael Nitsche, and Dr. Kathryn Farley. Students will have the opportunity to explore the expressive possibilities of a unique technology, designed in the AEL, that combines video of live actors with Second Life avatars for impromptu and staged performances.

Students interested in any of these projects should contact Jay Bolter (jay.bolter@lcc.gatech.edu).

Carl DiSalvo LCC 6650D
The City as Learning Lab

The City as Learning Lab project researches how emerging technologies (specifically sensing, robotics, and location-based services) might be used in urban neighborhoods in the contexts of advocacy, activism, and education. In Fall 2008 project studio, we will begin the research and design process for a community/interventionist design project in Atlanta that will take place in the Spring/Summer of 2009. Fall 2008 activities will include: background research on local advocacy groups and issues, research on similar design projects in other locales, and research on methods for community engagement/interventionist practices. In addition, we will develop a participatory design project involving emerging technologies to introduce potential community partners to the possibilities inherent in these technologies. Finally, we will design and develop a web-based infrastructure to support the project.

Fox Harrell LCC6650F
Imagination, Computation, and Expression Lab/Studio

This research lab and project studio explores the intersection of imaginative cognition and computational expression through a combination of theory and practice. Our view of imaginative cognition is grounded in cognitive science approaches emphasizing the embodied, distributed, and situated nature of cognition, focusing on topics such as metaphor, analogy, conceptual blending, and narrative imagining. Our view of computational expression focuses on technical representational strategies for interactive and generative artistic forms, with an eye toward richly evocative content, narrative, and social empowerment. Currently, we focus on theories of cognitive categorization, social classification, identity politics to inform projects in digital media forms such as gaming, interactive and generative narrative, and architectures for identity representation.

Brian Magerko LCC 6650B
Adaptive Digital Media Project Studio

The Adaptive Digital Media Lab explores how to create digital media experiences that tailor themselves to individual users. These adaptations may occur for dramatic purposes (e.g. interactive narrative), educational purposes (e.g. AI & serious games), and / or purely for entertainment (e.g. improvisational characters). This research involves work in design, artificial intelligence, human computer interaction, and cognitive psychology. We have several ongoing projects and are starting new ones in the following areas:

- interactive narrative for MMOs and education
- tool and environment design for interactive narrative systems
- discourse interaction with synthetic characters
- improvisational behavior of humans and synthetic characters

Please email Dr. Brian Magerko (magerko@gatech.edu) for any questions concerning the project studio.

Ali Mazalek LCC 6650A
Synaesthetic Media Lab (Synlab)

Students work on independent or group projects related to tangible interaction and physical sensing technologies for media arts, entertainment, and educational domains. Weekly group meetings are held in the Synlab space in TSRB. <http://synlab.gatech.edu>

Janet Murray LCC 6650J2
Narrative/e-TV News Project Studio

My project studio for next fall (and spring) will focus on two interrelated research agendas:

A. (primarily for MS students) Experimental TV and News structures
Prototyping of new forms of explanatory interfaces for broadband and convergence media platforms, focusing on reporting news, tracking news stories over time, and -- most importantly -- making sense of complex issues. Possibly in conjunction with a PBS news show and/or a major repository of tv news.

Continuing projects: interactive story interfaces, EPGs and wiiPG's (programming guides for the expanded content of new platforms, including navigation by wii)
Some of these projects would be appropriate for HCI MS usability studies.
Students doing MS projects on related topics or wishing to continue related work begun in other courses are encouraged to apply.

B. (primarily for Ph.D. students) Advanced Narrative Schema
For Ph.D. Students working on Qualls, Dissertations, or research projects in the area of interactive narrative. The weekly meetings will provide a framework for discussing work in progress and for collective consideration of key theories and artifacts. Focus is the representation of narrative elements in computational form, and the coherent presentation and navigation of multisequential and multiform stories.

Michael Nitsche LCC 6650M
Digital World and Image Group/ Players

In this studio, the Digital World and Image Group investigates the role of the player by combining practical experiments, theory, and analysis. The course will concentrate on three main areas:

- Body and memory (project: Unlocking Body Memories)
- Play and creation (project: Machinima)
- Performance and expression (project: Second Life Augmented Reality)

The goal is to discover the connections and gradually develop a better understanding of the role of the player overall. The project studio will be divided into three sections. Each one will broadly cover one interest area.

The first third will investigate comprehension, mental engagement, and cognitive aspects of play. How do players comprehend game worlds - and can we use their mental engagement and activation to new means? We will look specifically into the role of body memory and 3D animation.

The second part continues the idea of the engaged player but concentrates on creative input. What kinds of interfaces allow the player to express him/herself better in the game world? One focus will be the visualization and camera control in 3D spaces.

The last section builds on this kind of expressive range in games and applies concepts from Performance Theory to look at the role of the player as performer. It will concentrate especially on mixed media performances.

Students are strongly encouraged to join practical projects that each live in one of these sections. That means each student will participate in the overall Project Studio meeting with its reading assignment and discussion as well as the individual weekly project session. Find more information on our work at <http://dwwg.lcc.gatech.edu/>

Celia Pearce LCC 6650C

MMOG Design and Implementation

The Emergent Game Group (EGG) studies and creates mediated social play in a variety of genres, including MMOGs and Virtual Worlds, Alternate Reality and Big Games, Social Networking, installation, and other sorts of social play applications. For the 2008-2009 school year, we will continue our ongoing development of the Mermaids MMOG with the goal of releasing a playable alpha of the game at the end of the Fall term and presenting a demo at the Game Developers Conference in the Spring Term. We will also be expanding to include some new, smaller projects headed up by student group members including an activist ARG, virtual world ethnography, and documentary/historical MMOG. We are also looking for someone to redesign our web site to be both more innovative, more representative of the group's direction and process, and more easily updatable. For more info on the EGG and our projects, please visit our web site: <http://egg.lcc.gatech.edu> . If you are interested in working with us on an existing project or would like to propose your own project, please contact celia.pearce@lcc.gatech.edu.

Faculty in Digital Media

Philip Auslander

Professor

Ph.D., Cornell University, 1983

Primary interest is in Performance Studies, particularly the relationship between various forms of performance and media. Publications include: *From Acting to Performance: Essays in Modernism and Postmodernism*; *Presence and Resistance: Postmodernism and Cultural Politics in Contemporary American Performance*; and articles on topics ranging from experimental theatre and performance art to stand-up comedy and rock music. Most recent book is *Liveness: Performance in a Mediatized Culture*. Graduate teaching includes a course in media studies, with emphasis on the history and culture of television, recorded sound, and digital media.

Ian Bogost

Associate Professor

Ph.D., UCLA, 2004

Primary interests include videogame criticism, videogame rhetoric, historical and material approaches to computer platforms, and the ways videogames are used outside of entertainment. Current projects include a book on the uses of videogames, a book on games and adaptation, and research on games and journalism.

Jay D. Bolter

Professor, Associate Director of Graduate Studies

Ph.D., University of North Carolina, 1977

Primary interest is the social and cultural impact of computers and the use of computers as new medium for verbal and visual communication. Publications include *Turing's Man: Western Culture in the Computer Age*, *Writing Space: The Computer, Hypertext, and the History of Writing*, several book reviews and numerous articles on reading, writing, and visualization in computer environments. Projects include *Developed Storyspace*, a hypertextual computer program. In collaboration with author and educator Michael Joyce. I am currently conducting research with other professors in the GVU on multimedia systems for collaborative writing and on the use of text and speech in computer-controlled virtual environments. Graduate teaching includes courses in the rhetoric of electronic environments and multimedia design.

Carl DiSalvo

Assistant Professor

Ph.D., Carnegie Mellon University, 2006

My research explores the intersection of design practice, art discourse, technology, and activism, particularly in urban contexts. Recent design projects include the development

of public programs, technology platforms, and software that foster critical and participatory engagement with emerging technologies, including robotics, sensing and imaging, and mapping. Current research projects include a theoretical investigation of construction of publics through design and a survey of the intersections between contemporary art and information technology.

Fox Harrell

Assistant Professor

Ph.D., University of California, San Diego, 2007

Primary interests include computational (interactive and generative) narrative, cognitive semantics, imaginative fiction (story/virtual world construction) for social critique and empowerment, experimental and cross-cultural narrative forms, and social aspects of user-interface design. I am especially interested in the intersections of the above concerns, for example how cognitive science accounts of imagination (such as conceptual bending and metaphor) can inform design of expressive computational artifacts, or how construction of computational semantic models can inform design for social empowerment. Recent publications include "GRIOT's Tales of Haints and Seraphs: A Computational Narrative Generation System" in *Second Person: Role-Playing and Story in Games and Playable Media* (MIT Press, 2007) and "Algebra of Identity" in *Critical Digital Studies: A Reader* (University of Toronto Press, forthcoming).

TyAnna K. Herrington

Associate Professor

Ph.D., Texas Tech University, 1997

My background in law contributes to my interest in intellectual property issues, although my specialization in rhetoric and technical communication drives my ideological inquiry. My books treat issues in law: *Controlling Voices: Intellectual Property, Humanistic Studies, and the Internet* (SIU Press, 2001) examines the digital influence on ideological conflict in intellectual property law, and *A Legal Primer for Technical Communicators, Multimedia Developers, Graphic Designers, and other Creative Communicators* (Longman Publishers, 2003) provides explanations of the legal problems that beginning creative developers are likely to encounter. Although many of my publications treat issues in intellectual property, the first amendment, and the work for hire doctrine, I have also published articles treating ethics and document design. Supported by a Fulbright grant to St. Petersburg, Russia, I developed and continue to expand the Global Classroom Project, a distance learning project in technical communication that electronically links students and faculty in St. Petersburg, Russia with those at Georgia Tech. I teach technical communication and intellectual property courses both virtually and in the networked computer-based classroom. My work in this and other digital projects created for the department emphasizes the importance and necessity of contextually based understanding of communication that requires experiential learning for students who face communication challenges and depend on digital connectivity, often across differing time zones, spaces, cultures, disciplines and bases of motivation.

Kenneth J. Knoespel

Professor

Chair, School of Literature, Communication, and Culture

Ph.D., University of Chicago, 1982

Primary interests are scientific and technological discourse. Dr. Knoespel has authored a book on the methodology of early scientific commentary and has contributed chapters to books on the strategies of scientific and technological discourse. Associate editor of the interdisciplinary science and literature journal, *Configurations*. He was a visiting professor at Cornell University and a senior fellow at the Edelstein Center for the History of Science and Technology at the Hebrew University, Jerusalem. Dr. Knoespel's current research includes the development of scientific communication within electronic networks and research in distance learning. His graduate teaching includes courses in international communication.

Brian Magerko

Assistant Professor

Ph.D., University of Michigan, 2006

My research explores artificial intelligence approaches to story management, synthetic characters, and logical representations of story for interactive narratives. My current work is focused on several domains: 1) the use of interactive narrative for training and education, 2) intelligent director agents and coordination with synthetic characters, 3) logical story representation and authoring tools, and 4) the study of real-world interactive drama and improvisation techniques. I have also begun preliminary research on analyzing the game mechanics used in designer board games, their relationship to or possible influence on the design of current or hypothetical digital games, and a meta-level discussion about how this analysis could be improved.

Alexandra Mazalek

Assistant Professor

Ph.D., MIT, 2005

Primary research interests include the application of emerging physical sensing and computer-interaction technologies to media arts and entertainment, such as narrative expression and experience. In particular, I am interested tangible interfaces and physical/digital co-design for collaborative and multi-user interaction with media applications and environments. Current research projects include the design of tabletop interaction platforms for interactive narratives and improvisational gameplay. Graduate teaching includes courses on experimental media and expressive computing.

Janet H. Murray

Professor, Director of Graduate Studies, LCC
Ph.D., Harvard University, 1974

My primary research interests are interactive design, interactive narrative, and game design. My latest book, *Hamlet on the Holodeck: The Future of Narrative in Cyberspace*, asks whether we can expect this new medium to support a new expressive art form, comparable to the Shakespearean theater or the Victorian novel in its ability to move and enlighten us. I am mostly optimistic about this possibility. I am currently working on a textbook, *Inventing the Medium*, which attempts to unite the myriad traditional disciplines in which interactive designers are now trained into a single, coherent, digitally focused design vocabulary. I am working on several projects that prototype broadband entertainment and information applications, including work with interactive television, story-games, and educational computing.

Michael Nitsche

Assistant Professor
Ph.D., University of Cambridge, UK, 2004

My research (and a lot of my teaching) deals with challenges posed by 3D virtual spaces, issues of games and film, and increasingly, a look at play as performance. This work is often conducted in practical experiments, which are carried out in the Digital World and Image Group (DWIG) {link: <http://dwig.lcc.gatech.edu/>}. Our most recent research interest is in Digital Performance and various questions about Machinima. Our design approach is heavily user-centered and the main question is how to widen the expressive range available to a player/user of digital media. Upcoming publications include a book on Video Game Spaces as well as work on the first academic Reader on Machinima.

Celia Pearce

Assistant Professor
Ph.D., Central St. Martins College of Art and Design, London

My recent research focus has been on the ways in which game design influence emergent social behavior in multiplayer games, virtual worlds and alternate reality games. Recent papers have looked at phenomena such as “productive play,” in which games and play, far from being inherently unproductive, become a nucleus for creativity and cultural production. I’m also interested in the notion of “spatial media” and the ways in which space, physical or virtual, can be used as a communication and narrative medium. My research group, the Emergent Game Group {egg}, is concerned with both the study and creation of multiplayer games. I also collaborate with Ludica, a women’s game collective I co-founded to address issues of gender and games, am active in the “games for change,” game art and independent game development movements and am chair of the IndieCade independent game Festival.

Eugene Thacker

Associate Professor

Ph.D., Rutgers University, 2001

Research interests include continental philosophy, media and science studies, science fiction and horror. Book publications include *The Exploit: A Theory of Networks*, co-authored with Alexander Galloway (University of Minnesota), *Biomedica* (University of Minnesota), *The Global Genome: Biotechnology, Politics, and Culture* (MIT), and the anthology *Hard Code: Narrating the Network Society* (Alt-X Press). Editorial board for Leonardo/MIT Press and Ctheory. Past collaborations with RSG, Biotech Hobbyist, Fakeshop, and [techne].

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LCC Main Office
Skiles Building, Rm. 336
404-894-2730

eTV Lab
Skiles Building, Rm. 001
404-894-1057

DM Masters Lab
Skiles Building, Rm. 346

DM Video Lab
Skiles Building, Rm.

DM Email Lists (for internal use only)

| | |
|--|----------------------|
| dm@lists.gatech.edu | faculty and students |
| dm-ms@lists.gatech.edu | DM Masters students |
| dm-Ph.D.@lists.gatech.edu | DM Ph.D. students |
| dm-ms-alumni@lists.gatech.edu | DM alumni |
| dm-fac@lists.gatech.edu | DM faculty |

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Appendices

Progress to Degree Form

Digital Media Ph.D. Thesis Defense Guidelines

Graduate Office Official Request for Admission to Ph.D. Candidacy Form

Graduate Office Official Certificate of Thesis Approval for Doctoral Students Form

Graduate Office Official Request for Approval of Doctoral Minor Form

The Official Graduate Office Forms and other forms and information necessary for graduation are available online at <http://grad.gatech.edu>

DM Ph.D. Progress to Degree

Name: _____

Semester Entered: _____

Preliminary Advisor: _____

Requirements (certify by entering date and initials of advisor)

| Required Milestones | | expected | Date certified | Certified by |
|--------------------------------|--|---------------|----------------|--------------|
| Proficiency Requirement | LCC 6310 The Computer as an Expressive Medium | Year 1 | | |
| Proficiency Requirement | Portfolio Review Passed | Year 1 | | |
| Course Requirement | Project Studio (repeatable) | Year 1 | | |
| Course Requirement | LCC 8000 Pro-Seminar in Media Theory | Year 1 | | |
| Course Requirement | LCC 8001 Pro-Seminar in Digital Media Studies | Year 1 | | |
| Exam Requirement | Pass 1st Year Comprehensive Exam | Year 1 | | |

Name of Project Studio and Instructor: _____

Grade on 1st Year Exam: _____ Date of 1st Year Exam _____

Flexible Course Requirements:

Advisor may accept alternatives, waive for cause, and/or assign additional requirements

| Flexible Core Courses | Alternative or Reason for Waiver | Semester | Date Certified | Certified by |
|---|----------------------------------|----------|----------------|--------------|
| LCC 6311 Visual Culture and Design | | | | |
| LCC 6312 Design, Technology, and Representation | | | | |
| LCC 6313 Principles of Interactive Design | | | | |
| LCC 6316 Historical Approaches to New Media | | | | |

Flexible Electives

Students and advisor should decide on at least 5 electives. Can include independent studies, special topics

| 5 Flexible Electives | Semester | Date certified | Certified by |
|----------------------|----------|----------------|--------------|
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Required Minor Concentration

Students should also file the Minor Requirements form with the Graduate Office. Requirement is 3 courses outside of LCC. These may be completed before or after the completion of the Comprehensive Examination.

| Required Minor Graduate Courses Course Number and Name | University | Semester Taken | Date Certified | Certified by |
|---|------------|----------------|----------------|--------------|
| 1 | | | | |
| 2. | | | | |
| 3. | | | | |

Chair, Specialist Quails:

Specialist Committee Members (at least 2 in addition to Chair):

Members of Thesis Committee
3 Internal (LCC):

_____ (CHAIR)

2 External to LCC

Milestones Years 2-4

| Milestone | Expected | Date Certified | Certified By |
|--|-----------------------|-----------------------|---------------------|
| Pass General Qual | Spr year 1 | | |
| Choose Chair of Specialist Quals | By Fall Year 2 | | |
| Chose Quals Committee | By Fall Year 2 | | |
| Submit Specialist Reading List | Fall Year 2 | | |
| Reading List Approved | Fall Year 2 | | |
| Pass Written Specialist Exam | Spring Year 2 | | |
| Pass Oral Quals | Spring Year 2 | | |
| Choose Thesis Chair and Committee (3 LCC + 2 outside) | By Fall year 3 | | |
| Submit Thesis Proposal | Fall Year 3 | | |
| Thesis Proposal Defended and Approved | Fall Year 3 | | |
| Submit Thesis Proposal Form (Admission to Candidacy) | Year 3 | | |
| Thesis Completed | Year 4 | | |
| Thesis Defended | Year 4 | | |
| Thesis Handed in to Grad Office | Year 4 | | |
| GRADUATE! | Year 4 | | |

PhD Thesis Defense Guidelines

Digital Media Program
School of Literature, Communication and Culture
Georgia Institute of Technology

A) Before the Defense

- 1) A date for the candidate's defense is agreed upon by the candidate and all committee members roughly two months in advance. This can be done via email communication between the candidate and committee, and can only happen once the candidate's advisor and any committee members who have been following the candidate's progress closely agree that the candidate is ready to defend.
- 2) The candidate sends a complete draft of the dissertation document to all committee members at least one month before the defense. In most cases, committee members will have received and commented on partial drafts of the document during the candidate's writing process.
- 3) Two weeks prior to the defense, an announcement is circulated on all relevant mailing lists at Georgia Tech. This should include the date, time, location, dissertation title, abstract, candidate's name and committee member names.

B) At the Defense (estimated duration = 1.5-3 hours)

Note: Remotely located committee members may join the defense via audio/video connection. In this case, the candidate must provide their slides to the remote committee member at least two days in advance.

- 1) The advisor and committee chair does a brief introduction to open the session, introduce the candidate, and inform the audience about the order of events.
- 2) The candidate presents their thesis defense with the help of slides or other visual aids. The presentation should last ~45 minutes.
- 3) The floor opens for questions from the general audience.
- 4) When there are no further questions from the general audience, the audience is asked to leave for the closed session. Committee members must remain, and other faculty members may choose to stay as well. Committee members and faculty ask any further questions they have about the defense or document.
- 5) When there are no further questions from the committee and faculty, the candidate is asked to leave the room while the committee deliberates.
- 6) The candidate is invited back into the room and informed of the committee's decision and feedback. The committee may ask for changes to the written document and the candidate must make note of these.

C) After the Defense (if the candidate passed their defense)

- 1) The candidate finalizes the dissertation document, addressing any changes that were requested by the committee during the defense.
- 2) The final document is reviewed and approved by committee members.
- 3) The candidate gathers signatures from committee members.
- 4) The candidate submits their dissertation in time for the graduation deadline.

Ph.D. Thesis Proposal Guidelines

This document provides the official guidelines for the preparation of a proposal for a Ph.D. dissertation in Digital Media in the School of Literature, Communication, and Culture at the Georgia Institute of Technology.

Upon completion of this process the student will prepare the official Request for Admission to Ph.D. Candidacy Form (available at <http://www.grad.gatech.edu/thesis/forms.html>). This form requires a short summary of the proposed thesis and the signatures of the thesis chair and internal committee members.

Thesis Proposal Process Overview:

The Ph.D. thesis proposal consists of two parts, a written prospectus and an oral presentation.

The written prospectus is a document intended to demonstrate that the student is poised to make a unique contribution to a research or scholarly field. There may be significant differences between a thesis prospectus making theoretical arguments and one which centers upon the design and implementation of a new digital media system. Nonetheless, each prospectus should contain the following: a literature review, arguments/claims, a description of methods, and an articulation of steps necessary for completion. Additionally, your prospectus may contain a rationale for radical interdisciplinary methods, results, specification and/or implementation documentation, and evaluation sections.

The oral presentation should summarize the contents of the prospectus and demonstrate evidence of significant completed work including an implementation demonstration when appropriate.

Written Prospectus Format:

The prospectus document will include:

- 1) a significant part of the argument of the thesis, making clear the theoretical and technical context of the work and the original contribution to knowledge it offers,
- 2) a complete (i.e. updatable but not infinitely expandable) bibliography,
- 3) an appropriate representation of the structure, components, and scope of the document and associated artifacts that will constitute

the thesis work as determined by your dissertation Chair and Committee Members (e.g. a table of contents, chapter outlines, completed chapters, wire frames, a prototype, and/or detailed specifications).

We require a substantial document that gives a real feel for what the dissertation will be about. The more substantive the prospectus, the better the input from the Dissertation Committee will be.

Oral Presentation Format:

The oral thesis proposal presentation will be performed before the members of your dissertation committee and will be open to the public. As during your qualifying examination, you will have an opportunity to present your ideas and engage in a constructive dialogue about your work. Unlike the qualifying examination, this presentation is focused on depth rather than breadth, and the crux of the dialogue will be your focused original and intended contributions to the field. You, your dissertation Chair, and your Committee Members will decide upon the exact scheduling and time of the oral presentation.

Remarks

The goal of the proposal process is to promote a satisfying, focused process and a high quality result that is of professional benefit to you and sets a high standard for our pioneering program. We want you to leave the oral presentation with a feeling of excitement and encouragement, a sense that the thesis will involve “filling in the gaps” of the prospectus rather than undertaking the terrifying prospect of facing the great unknown without the full benefit and support of advisors.

In choosing your topic and creating your prospectus do not be afraid to take some intellectual risks. The best dissertations often come out of stubborn intuitions or ideas that may be difficult to sort out at first, but which represent genuinely creative thinking. If putting these ideas into a coherent prospective form proves very difficult, consult with advisors, colleagues and friends. It is best to be meeting with your advisor regularly (weekly or several times a month) during this period as you did in preparing for your qualifying exams. The Ph.D. Colloquium can also serve as a sounding board for your ideas, and you should plan on presenting the prospectus there, perhaps in multiple versions. In addition, students in the past have formed their own Prospectus-writing groups where they pace themselves, share drafts and offer each other feedback. Best wishes with

this significant endeavor, our belief is that the Thesis Proposal process will prove to be a milestone and resource for you in your process of completing your Ph.D. dissertation and will set the pace for a gratifying and productive career!

v. January 2008

DM PhD Progress to Degree

Name: _____

Semester Entered: _____

Preliminary Advisor: _____

Requirements (certify by entering date and initials of advisor)

| Required Milestones | | expected | Date certified | Certified by |
|-------------------------|---|----------|----------------|--------------|
| Proficiency Requirement | LCC 6310 The Computer as an Expressive Medium | Year 1 | | |
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| Course Requirement | LCC 8000 Pro-Seminar in Media Theory | Year 1 | | |
| Course Requirement | LCC 8001 Pro-Seminar in Digital Media Studies | Year 1 | | |
| Exam Requirement | Pass 1 st Year Qualifying Exam | Year 1 | | |

Name of Project Studio and Instructor: _____

Grade on 1st Year Exam: _____ **Date of 1st Year Exam** _____

Flexible Course Requirements:

Advisor may accept alternatives, waive for cause, and/or assign additional requirements

| Flexible Core Courses | Alternative or Reason for Waiver | Semester | Date Certified | Certified by |
|---|----------------------------------|----------|----------------|--------------|
| LCC 6311 Visual Culture and Design | | | | |
| LCC 6312 Design, Technology, and Representation | | | | |
| LCC 6313 Principles of Interactive Design | | | | |
| LCC 6316 Historical Approaches to New Media | | | | |

v. January 2008

Flexible Electives

Students and advisor should decide on at least 5 electives. Can include independent studies, special topics

| 5 Flexible Electives | Semester | Date certified | Certified by |
|----------------------|----------|----------------|--------------|
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Required Minor Concentration

Students should also file the Minor Requirements form with the Graduate Office. Requirement is 3 courses outside of LCC. These may be completed before or after the completion of the Qualifying Examination.

| Required Minor Graduate Course s Course Number and Name | University | Semester Taken | Date Certified | Certified by |
|--|------------|-------------------|-------------------|-----------------|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |

Chair Specialist Quads _____

Specialist Committee Members (at least 2 in addition to Chair):

Members of Thesis Committee

3 Internal (LCC):

_____ (CHAIR)

2 External to LCC:

v. January 2008

Milestones Years 2-4

| Milestone | Expected | Date Certified | Certified By |
|---|----------------|----------------|--------------|
| Pass General Qual | Spr year 1 | | |
| Choose Chair of Specialist Quals | By Fall Year 2 | | |
| Chose Quals Committee | By Fall Year 2 | | |
| Submit Specialist Reading List | Fall Year 2 | | |
| Reading List Approved | Fall Year 2 | | |
| Pass Written Specialist Exam | Spring Year 2 | | |
| Pass Oral Quals | Spring Year 2 | | |
| Choose Thesis Chair and Committee (3 LCC + 2 outside) | By Fall year 3 | | |
| Submit Thesis Proposal | Fall Year 3 | | |
| Thesis Proposal Defended and Approved | Fall Year 3 | | |
| Submit Thesis Proposal Form (Admission to Candidacy) | Year 3 | | |
| Thesis Completed | Year 4 | | |
| Thesis Defended | Year 4 | | |
| Thesis Handed in to Grad Office | Year 4 | | |
| GRADUATE! | Year 4 | | |