



EMORY

LANEY
GRADUATE
SCHOOL

Computer Science and Informatics PhD Program Handbook

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1 CSI Handbook Overview

The Computer Science and Informatics PhD Program Handbook (CSI Handbook) provides an official statement of the academic policies and processes associated with the CSI program. Students in the program are also subject to the policies and procedures of the Laney Graduate School (LGS) Student Handbook. When there is a

conflict between the CSI Handbook and the LGS Handbook, the LGS policy will prevail, unless the LGS Handbook allows for an exception at the level of the CSI program. In addition, CSI students are subject to Emory University policies that apply to all Emory University students or to all Emory University community members (e.g., the Open Expression Policy). Should there be a conflict between the AAS Handbook or the LGS Handbook and a University policy, the University policy will prevail unless the University policy provides an exception at the level of the Laney Graduate School or the program.

Consistent with the Collective Bargaining Agreement (CBA) between Emory University and SEIU/EmoryUnite!, CSI program students are generally members of the bargaining unit when they are enrolled in LGS. As members of the bargaining unit, and consistent with all other provisions of the CBA, CSI students are available to be assigned to bargaining unit positions. These positions involve work in the form of teaching or research service. Bargaining unit members are also eligible for all benefits provided to them by the CBA, limited by any exceptions provided in the CBA itself.

Should there be a conflict between this Handbook and the CBA regarding the terms and conditions of work, the CBA shall prevail. The CBA itself is the authoritative source for relevant terms and conditions of employment. A non-inclusive list of the employment topics covered by the CBA include stipend amounts and conditions; all benefits including health insurance, hardship and other funds, professional development funds, vacation and leave policies; the process for appointment a bargaining unit member to a bargaining unit position; workload and work hour rules; workplace safety and workspace provisions; and the grievance and arbitration procedure, again among other issues.

If you have any questions about which policy applies, please contact Senior Associate Dean and copy the Director of Graduate Studies for the CSI program.

In general, students should consult the latest version of the CSI Handbook. Should the handbook change, students can opt to satisfy the requirements of the version that prevailed at the time of their matriculation or the current version. If unsure about a policy, students should consult with a program administrator.

The policies and processes of the Computer Science Master of Science (CS MS) Program may be found in the CS MS program's handbook. However, Section 7 of this handbook describes how a PhD student can earn a CS MS degree by candidacy or by completing MS requirements.

2 CSI Program Overview

The James T. Laney School of Graduate Studies is committed to graduate education that provides students with deep and broad expertise in their chosen fields, creativity to cross discipline boundaries, courage to challenge convention, and confidence to ask unexpected questions and articulate bold new perspectives.

Within the Laney Graduate School, the Computer Science and Informatics PhD Program (CSI) is a joint program among the departments of Computer Science (CS), Biomedical Informatics (BMI), and Biostatistics and Bioinformatics (BIOS). These departments support the teaching, research and service missions of the CSI program, which is designed around the departments' broad research strengths in computing and informatics. CSI is distinguished by its interdisciplinary nature and has collaborations with Emory's computational and discrete mathematics faculty, departments of physics, biology, psychology, and chemistry, and highly regarded schools of medicine, nursing, and public health.

CSI program administrators include Directors of Graduate Studies (DGS) from CS, BMI, and BIOS and a Graduate Program Coordinator (GPC).

3 CSI Program Outcomes

The CSI PhD program targets the following learning outcomes to be demonstrated at various milestones:

- *Core Knowledge*: an understanding of core knowledge appropriate for the discipline and specialization,
- *Broad Knowledge*: a breadth of knowledge that spans beyond the area of specialization into adjacent areas
- *Specialized Knowledge*: deep knowledge in area of specialization
- *Critical Analysis and Creative Synthesis*: an ability to perform critical review of scholarly work and synthesize existing works to generate new insights and to formulate novel research ideas in the discipline and specialization
- *Technical Communication*: an ability to communicate discipline-specific knowledge, orally and in writing
- *Scholarship*: an ability to develop, conduct, publish and present original, novel research using methods appropriate to the field or discipline.

4 CSI Program Requirements

On average, a CSI PhD degree takes five to six years to complete. In the first two years of study, students are expected to complete their academic coursework, research rotation projects, and other CSI and LGS activities. By their third year, and often earlier, students are expected to begin working closely with an advisor on novel research. Other major milestones include a qualifying examination, a dissertation proposal, and the final dissertation defense.

4.1 Ethics Requirements

All CSI students must complete the LGS Jones Program in Ethics (JPE), consisting of the following three parts:

1. JPE 600*: A one-day graduate school workshop typically scheduled one week prior to the start of the fall semester during the student's first year of study.
2. CS 590: Teaching seminar on computing-related teaching pedagogy, including scholarly misconduct. CS 590 should be completed in the first year of study.
3. JPE 610*: A minimum of four JPE 610 sessions prior to graduation.

*Each term, LGS publishes the schedule of JPE 600 and 610 offerings.

Students are expected to complete their Ethics Requirements before advancing to candidacy.

4.2 Teaching Requirements

Teacher training is an important part of a student's training for academic and other careers. The CSI PhD students participate in all four stages of the LGS TATTO program, receiving both didactic and experiential teacher training.

Students must complete TATT 600: Graduate School Workshop prior to serving as a Teaching Assistant or a Teaching Associate. Students register for TATT 605: Teaching Assistantship when serving as a teaching assistant or TATT 610: Teaching Associateship when serving as a teaching associate. In exceptional circumstances where a student cannot complete TATT 600 before serving as a teaching assistant or teaching associate, they must still take TATT 600, even after fulfilling their teaching responsibilities. More details on the TATTO program can be found in the LGS Handbook.

CSI PhD students must fulfill their teaching requirements by completing three TATT 605 courses, i.e., serving as a teaching assistant for three courses, or by completing one TATT 605 course and one TATT 610 course, i.e., serving as a teaching assistant for one course and a teaching associate for one course. (A teaching associateship has significantly more responsibility than a teaching assistantship.) Each teaching associate will have a faculty mentor for any course that they are teaching or co-teaching.

Note: All TATT courses (600, 605, 610) are an integral part of PhD students' academic curriculum. As such, they are graded on a satisfactory/unsatisfactory basis, and students can receive a "U" (Unsatisfactory) grade in TATT if they fail to meet the expected standards for the course.

CS 590: Teaching Seminar explores theoretical and practical approaches for effective teaching, with particular emphasis on the disciplines of Computer Science and Informatics. After this course, students will be able to demonstrate knowledge of multiple pedagogical strategies, write a syllabus, develop assessment items, and design and deliver lectures and presentations for a variety of different audiences.

The CBA regulates teaching service that CSI PhD students provide to Emory University. The TATTO program is academic, and for this reason, the CSI TATTO program requirements are limited to TATTO course enrollments. With that said, when you are taking experiential learning courses in TATTO, you may also be providing teaching service. Furthermore, you may be assigned to other teaching duties consistent with the terms of the CBA. You may not be assigned to a teaching position without the approval of a CSI DGS.

Per the CBA's Appointment Letters article, your first enrollment in TATTO 605 (or in TATTO 610 should you enroll in TATTO 610 before you enroll in TATTO 605) is not considered teaching service. It is purely an academic activity. Beyond this first enrollment in TATTO 605, you will be appointed to a bargaining unit teaching position whenever you enroll in either TATTO 605 or 610. You may also hold such an appointment without a corresponding TATTO enrollment (e.g., you teach a course and yet you have completed your TATTO requirements). You may be assigned to a bargaining unit teaching position up to four times (again not including your first enrollment in either TATT 605 or 610). After you have been assigned to four teaching appointments, should you be asked to teach again, you may choose to consent or decline the assignment. In addition, you will be compensated for this work beyond the required appointment at the rate described in CBA article on Stipend and Compensation.

Students are expected to complete their Teaching Requirements by the end of their second year of study.

4.3 Course Requirements

Courses provide important training that supports student training and research. The CSI program has course requirements in addition to the LGS requirements, and students are responsible for ensuring that they meet both CSI and LGS requirements.

All CSI students must complete three Required Courses, that depend on their chosen track:

CS Track Required Courses:

1. CS 526 Algorithms;
2. CS 534 Machine Learning;
3. CS 551 Systems Programming.

BMI Track Required Courses:

1. BMI 500 Introduction to Ethical Data Science and Informatics.
2. BMI 510 Biostatistics for Machine Learning;
3. BMI 534 or CS 534 Machine Learning;

All CSI students must complete **four or more** Elective Courses, totaling **12+ credit hours** in CS, BMI, BIOS, or MATH, that depend on their chosen track. Common, pre-approved electives for the CS and BMI tracks are listed in [Appendix A: CSI Course Listing](#). With prior DGS approval, other courses may be used to satisfy this requirement.

Each required and elective course must have a **grade of B or higher**, and the overall GPA across required and elective courses must be **3.3 or higher**.

Students are expected to complete all Required and Elective coursework by the end of the spring semester of their second year of study.

4.4 Rotation Requirements

Rotation projects provide practicum opportunities to students prior to their dissertation research. The objective is to expose students to computational research problems in practical settings and to potential faculty research advisors, collaborators, and thesis committee members. Rotations may also help to provide focus on a specific research area and to jump-start dissertation projects.

A rotation project is a three-credit hour, semester-long activity with pre-defined deliverables and a final evaluation. Students register for CS 598R for each rotation project under the supervision of a faculty advisor. Students will be helped by their advisor (or an appropriate DGS, if they do not have an advisor) when choosing a faculty advisor for a rotation. If the advisor is not a member of the CSI program faculty, then DGS approval and a co-advisor from the CSI program are required. Students may not take CS 598R multiple times with the same faculty advisor.

The student and faculty advisor for a rotation must agree on a project proposal with well-defined outcomes and deliverables prior to starting a rotation project, and the student must submit a final report upon completing the rotation project. An accepted or published paper, presentation, or software product, as appropriate, may serve as the final report, but a publication is not expected or necessary for a successful rotation project.

Students are expected to complete at least one CS 598R rotation project by the end of their first year of study and at least one other CS 598R rotation project with a different faculty member by the end of the spring semester of their second year of study.

4.5 Qualifying Examinations

4.5.1 Objectives

The qualifying process assesses a student's readiness to undertake and complete a formidable and successful dissertation. Accordingly, the CSI qualifying process requires a student to demonstrate requisite proficiencies in each of the following four objective areas:

1. *Expert area knowledge*: deep knowledge in the intended specialization area;
2. *Critical analysis skills*: an ability to perform critical scholarship review in the discipline and intended specialization area;
3. *Research readiness*: an ability to develop and conduct research, including research methods;
4. *Technical communication*: an ability to communicate effectively, both verbally and in written form.

4.5.2 Committee

The qualifying committee must be chaired by a CSI faculty member and comprise at least three Emory faculty members who hold academic appointments, including at least two CSI faculty members. The committee chair, who cannot be the student's intended or confirmed advisor, will shepherd the student through the qualifying exam process. The qualifying committee must be approved by a CSI DGS by December 1 of the student's third

year of study.

4.5.3 Process

The qualifying process has three components: a technical report, written feedback from and response to the committee, and an oral examination. Each component provides the opportunity for a student to demonstrate proficiencies in one or more of the four objective areas: expert area knowledge, critical analysis skills, research readiness, and technical communication.

1. *Technical report:* Among other objectives, the technical report should demonstrate a student's research readiness and technical communication. The student must provide the committee a publication-quality¹ work that describes original research or a compelling synthesis of the state of the art. Examples of a technical report include a publishable paper, a write-up of a substantial class project, and a critical survey with an experimental comparative analysis. The qualifying committee, its chair in particular, will shepherd and advise the student towards a suitable report.

A student must make a sufficiently substantial contribution to the authorship and scholarship of their report. However, the student need not be the only contributor. For example, part or all of the report may have been published with their advisor and potentially others as co-authors. For reports with multiple authors, the student's advisor or a committee designee must provide a written description of the student's contributions to the report with the submission. The program recommends and expects that a student submit a first author report – a student must have written approval from the committee chair if this is not the case.

The committee must receive the student's report at least 1 month before the oral examination.

2. *Written feedback and response:* The committee will provide the student with written feedback about the technical report and related subject matter. The student will provide a written response to the committee's comments and questions as appropriate. Peer reviewer feedback and author responses for manuscript submissions are appropriate models for the written feedback and response for the qualifying exam.

The committee should consider the technical report, the broader research or subject areas, and related methodologies. They should provide written feedback that explicitly addresses the four objectives of the qualifying process on the technical report and related research areas. This written feedback may also broaden the scope of the technical report and define the scope of the oral examination. The written feedback and response do not limit the extent of the oral examination.

As explicitly requested in the committee's written feedback, the student should provide a written response that provides further corroboration of the student's expert knowledge and communication skills. The student must write the response entirely by themselves without assistance from others, including their advisor, other faculty, other students, and/or co-authors.

The committee should provide the student with feedback within 2 weeks of receiving the technical report on a date agreed to by the committee, and the student will provide written answers to the committee within 1 week of receiving the committee's questions and at least 1 week before the oral examination.

3. *Oral examination:* The qualifying committee will moderate an oral exam during which the student presents and defends their technical report and written response.

The oral exam is expected to be approximately 60-90 minutes, including a presentation by the student of approximately 30 minutes or as advised by the committee chair. The presentation should integrate the committee's feedback and the student's responses as appropriate but need not describe the entire technical

¹ While the student's report must be publication quality, it does not need to be a published or submitted work.

report nor the written response in full detail.

The written feedback broadens the scope of the technical report and defines the scope of the oral examination, but it does not limit the extent of the oral examination. The oral exam is not limited only to feedback in the written response.

4.5.4 Outcomes

After a student has completed all components of their qualifying process, the qualifying committee will convene and determine the student's overall outcome by explicitly evaluating the student in the four objective areas. Outcome possibilities are "Pass", "Conditional Pass" or "Fail". The student must pass each of the objective areas to pass the qualifying process, and the student must pass or conditionally pass each of the objective areas to conditionally pass the qualifying exam. The committee chair shall provide a written summary of the student's qualitative performance. For "Conditional Passes", the committee must provide specific, clear criteria and timelines. Students are allowed two attempts to pass the qualifying exam within the allowed time limit; multiple attempts do not extend the time limit. The student must submit their technical report, written feedback and response, and oral presentation for DGS approval.

Students must complete the qualifying process by the end of the summer term of their third year of study.

4.6 Candidacy

Admission into candidacy is guided by the principle that a Ph.D. student should possess proficiency in multiple areas and mastery in at least one area. Proficiency in breadth is assessed through the student's performance on completed courses and rotation projects, while depth in an area is determined by passing the qualifying exam and other measures such as research publications.

To be eligible for candidacy, a CSI PhD student must:

- Complete all ethics requirements, including JPE 600, JPE 610, and CS 590
- Complete all teaching requirements, including TATT 600, and TATT 605 and/or TATT 610
- Complete all required and elective coursework
- Complete two CS598R rotation projects
- Pass his or her qualifying examinations

Additionally, LGS requires that a student:

- Resolve any Incomplete (I) or In Progress (IP) grades
- Be in good standing with a minimum cumulative 2.70 GPA
- Have earned at least 54 credit hours at the 500 level or above

Students must reach candidacy by September 15 of their fourth year of study. Students cannot apply for candidacy and graduate in the same semester. Students must be in candidacy before submitting an application for a candidacy-based CS MS degree.

4.7 Dissertation Requirements

4.7.1 Dissertation Committee

PhD students must establish a dissertation committee that comprises at least three CSI faculty members, one

serving as the committee chair, and at least one member external to the program who also holds a PhD degree.

Students must have an approved dissertation committee by March 15 of their fourth year of study.

4.7.2 Dissertation Proposal

The dissertation proposal comprises a written and oral presentation of the student's proposed dissertation research. The written component must be shared with the student's dissertation committee at least two weeks prior to the oral component. The oral component must have a 30-minute presentation of the student's completed and proposed research followed by a question-answering session by the committee. The entire exam is an hour long.

The committee assigns a grade of pass, conditional pass, or fail for the exam. In the case of conditional pass, the committee will specify requirements that the student must satisfy for removing the contingency. In the case of fail, the student may retake the exam once more.

The dissertation proposal is expected to be completed by September 1 of the student's fifth year of study. Students cannot propose and defend their dissertation in the same semester.

4.7.3 Dissertation Manuscript and Defense

Students must write a dissertation describing original research in their chosen area. They must deliver a public presentation of the dissertation before a dissertation committee.

4.8 Seminar Requirements

Each student in the program is required to enroll and maintain satisfactory attendance in a Computer Science and Informatics Seminar (either CS 700 or BMI 700, regardless of their concentration or their supervisor(s)' home department(s)) each semester that he/she is in residence.

Each student must present a CS 700 or BMI 700 seminar on his or her dissertation research. This should be done while the student is in candidacy and prior to the dissertation defense.

4.9 Requirements Timeline Summary

This section provides a quick overview of CSI and LGS requirements, but students should consult the CSI Handbook and the LGS Handbook for specific and authoritative details about the requirements and timelines.

By the end of a student's first year of study, students should have completed at least three required and/or elective courses with a grade of B or better and an average GPA of 3.3; at least one CS 598R rotation course, and at least one teaching requirement.

By end of the student's second year of study, students should have completed all required and elective courses with a grade of B or better and an average GPA of 3.3; at least two CS 598R rotation courses, and all teaching requirements.

By the end of the student's third year of study, students should have completed all ethics requirements and their qualifying examination; students must also advance to candidacy by September 15 of their fourth year of student and form an approved dissertation committee by March 15 of their fourth year of study.

By the end of the student's fourth year of study, students should have completed their dissertation proposal.

By the end of the student's sixth year of studies, students should have defended and submitted their dissertation.

5 Progress, Probation and Dismissal

5.1 Annual Progress Reports

As described throughout this document, both LGS and CSI have performance standards that students must meet, including making satisfactory progress through the program. Students will be reviewed at the end of each semester and will receive a written evaluation at the end of each year. The evaluation will be based on the student's overall performance.

To supplement this evaluation, every PhD student is required to submit a yearly progress report to the DGS. The report must be reviewed and signed by the student's advisor. If the student does not yet have a PhD advisor, then the DGS must review and sign the report. Reports are due by the end of May and should contain information spanning the period from June 1 of the previous year to May 31 of the current year.

The result of the evaluation is either (1): Satisfactory progress; or (2) unsatisfactory progress. Unsatisfactory progress can result in **academic probation**, which requires the student to correct the problem over the following semester. Continued unsatisfactory progress while on probation may result in program termination.

5.2 Probation and Dismissal Policies

A PhD is a significant undertaking that requires students to meet important milestones to succeed. Students that do not meet these milestones risk probation and a recommendation of dismissal from the program.

These actions are not taken lightly, and they are not intended to be punitive. We want all of our students to be successful, and we understand that life circumstances can make it more difficult for someone to achieve their goals and potential. We encourage any struggling student to reach out to their advisor(s), other trusted faculty members, a DGS, the Assistant Dean of Student Affairs in Laney Graduate School, and/or Student Health Services for support. Please ask us for help, and please see the Support section of the CSI Handbook for more information about the resources that Emory provides.

5.2.1 Probation

Per LGS policy, any student who meets one or more of the following criteria in a term will be placed on probation for the following term:

1. The student receives less than a 2.7 GPA in a term.
2. The student has less than a 2.7 cumulative GPA.
3. The student receives an F (Failing), a U (Unsatisfactory), an IF (Incomplete Failing), or an IU (Incomplete Unsatisfactory) grade in any course.
4. The student receives I (Incomplete) grades in two or more courses or an I (Incomplete) grade in a single course worth 9 or more credit hours.
5. The student has more than one I (Incomplete) grade on their record, including any I (Incomplete) grades from the most recent or previous terms, that have not been resolved.
6. The student has not entered candidacy by September 15 of their fourth academic year, including the timely submission of all required paperwork.
7. The student does not have an approved dissertation committee by March 15 of their fourth academic year, including the timely submission of all required paperwork.

Additionally, for the CSI Doctoral Program, any student who meets one or more of the following criteria in a

term will be placed on probation for the following term:

8. The student has not satisfied the program coursework requirements, which include three required and four elective courses (12 credits), by the end of the spring term of their second academic year, including not satisfying one or more of the following milestones:
 1. at least one required or elective course (3 credits) with a grade of B or better by the end of the fall term of their first academic year,
 2. at least three required or elective courses (9 credits) with grades of B or better by the end of the spring term of their first academic year,
 3. at least five required or elective courses (15 credits) with grades of B or better by the end of the fall term of their second academic year, and
 4. all seven required and elective courses (21 credits) with grades of B or better, and
 5. a GPA of 3.3 or better among required and elective courses at any point after their first academic year.
9. The student has not completed two 598R rotation projects with grades of B or better with different faculty by the end of the spring term of their second academic year, including one 598R rotation project with a grade of B or better by the end of the summer term of their first academic year.
10. The student does not have a formal, mutually agreed PhD advisor commitment by the end of the spring term of their second academic year, including the timely submission of all required paperwork.
11. The student has not completed their qualifying exam by the end of the summer term of their third academic year, including the timely submission of all required paperwork.

For each of the above criteria, a student will continue to be placed on probation until they have satisfied the criteria or are dismissed from the graduate program.

If a student enters probation, then they will be notified in writing by LGS of the reason(s) that they were placed on probation.

Any student who is placed on probation must submit a letter to the DGS that presents a concrete, actionable plan for leaving probation and resuming satisfactory progress. This letter must be received within two weeks after the student is notified of their probationary status.

5.2.2 Recommendation of Dismissal

Any student who meets one or more of the following criteria will be recommended for dismissal:

1. The student is placed on probation in two consecutive terms.
2. The student meets probation criteria 1, 3, or 4 in two non-consecutive terms, but the student has not yet satisfied the program coursework requirements, and the student did not take any courses that satisfy any of the program coursework requirements in the intervening terms.
- ~~3.~~ The student is placed on probation in any three terms.
4. The student receives an F or a U in 597R, 598R, 599R, or 799R in any two terms.
5. The student receives an F or a U in 599R or 799R after completing a formal, mutual PhD advisor commitment.
6. The student fails their qualifying exam twice.

5.2.3 Dismissal Appeals

The student and their advisor(s) may petition the program for a stay of a recommendation for dismissal.

The student may submit a letter to the DGS that details any extenuating circumstances that contributed to their probationary status and presents a concrete, actionable plan for leaving probation and resuming satisfactory progress.

Additionally, the student may ask their advisor to submit a letter of support, including a plan for ongoing

financial support for students who are supported by the advisor, to the DGS.

These letters must be received within two weeks after the student is notified of their probationary status. The Graduate Committee will review the appeal(s) and recommend that the appeal is either accepted or denied. Any faculty who issued grades that led to probation will be excluded from the committee. If the appeal is accepted, then the student will not be recommended for dismissal. If the appeal is denied, then the student is subject to dismissal and loss of funding. Students may petition for a maximum of two one-term extensions.

6 Financial Information

6.1 Fellowships and Assistantships

Students may be supported by a variety of funding sources during their graduate careers, including LGS and faculty funding. **All PhD students, irrespective of their funding source, are required to complete the exact same requirements including TATTO and research rotations.**

6.2 Program Development Funds

The LGS makes funds available to PhD students through a professional development support program (PDS). Details on the PDS program can be found in the LGS handbook and the PDS website: <https://gs.emory.edu/professional-development/pds/index.html>

6.3 Professional Conduct

A graduate student involved in any form of undergraduate instruction (e.g., classroom instructor, TA, lab assistant, grader) is expected to behave as dedicated professionals and representatives of the University. Lack of preparation and unprofessional conduct undermine the efforts of the entire program and the University. The Director of Undergraduate Studies and the Chair will investigate reports and complaints by students of graduate instructors being late, rude, or unprepared. Substantiated neglect of duty can result in full or partial rescinding of the instructor's stipend, and in serious cases result in the student reported to LGS for conduct code violations.

7 Computer Science M.S. Program

The Master of Science program in Computer Science (MS CS) prepares students for professional jobs in computer industry or further graduate study. The CS MS program is administered independently of the CSI PhD program and is described in a separate handbook.

7.1 MS Degree by Candidacy

Students enrolled in the CSI PhD program may obtain a master's degree in computer science by Advancing to PhD Candidacy. The specific concentration within the MS CS received by Candidacy will correspond to the set of coursework and other requirements completed by the student. Full details are provided in the MS CS handbook. No more than one M.S. may be obtained via Candidacy.

7.2 MS Degree by Completion of MS Requirements

Students leaving the CSI PhD program prior to Candidacy may petition to obtain a Master's degree in Computer Science if they complete all requirements for the CS MS program, viz (1) 3 core courses; (2) 4 elective courses; one of: (3a) 9 credit hours of research; (3b) 6 credit hours of project plus one additional course; (3c) 3 additional courses; and (4) 1 credit hour of MS Practicum. Full details are provided in the CS MS handbook. The specific concentration within the CS MS received by Candidacy will correspond to the set of coursework and other requirements completed by the student. MS degrees for students leaving the PhD program are only awarded in the most exceptional of circumstances.

8 Other Policies and Services

8.1 Grievance Policy

Students who have a grievance related to the CSI graduate program should report it to the Director of Graduate Studies. The student should describe the grievance and relevant details in a letter addressed to the DGS, who will try to resolve the grievance in conversations with the student and relevant parties. If this is unsuccessful, the Director will appoint a committee of three program faculty members or use an existing standing committee, who will review the grievance and propose an appropriate response. If it is not possible to resolve the grievance within this committee or the framework of the program's administrative structure, the Director will forward the grievance to the Office of the Senior Associate Dean of the Laney Graduate School. At that time, the grievance will be handled according to the Grievance Procedure described in the Laney Graduate School Handbook. If the grievance is with the Director, the student submits the grievance directly to the Senior Associate Dean of the Laney Graduate School.

8.2 Parental Arrangement Policy

The LGS parental arrangement policy supports students with parental responsibility due to childbirth, the care of a newborn, or the adoption of a child. Students should consult the LGS parental arrangement policy for details:

<https://www.gs.emory.edu/academics/policies-progress/parental-arrangement.html>

8.3 Department of Accessibility Services (DAS)

Emory provides all persons with an equal opportunity to participate in and benefit from programs and services afforded to others. The Department of Accessibility Services (DAS) assists qualified students, faculty and staff with obtaining a variety of services and ensures that all matters of equal access, reasonable accommodation, and compliance are properly addressed. Students must register with DAS and make a request for services. Confidentiality is honored and maintained:

<http://accessibility.emory.edu/>

8.4 Student Support Services

Graduate school can be a stressful time, and you and your wellbeing are important. Please consult Emory University's resources for student support if you or others need support:

<https://www.gs.emory.edu/guides/students/support.html>

8.5 University Policies

Emory is an equal opportunity employer, and qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability, protected veteran status or other characteristics protected by state or federal law. Emory University does not discriminate in admissions, educational programs, or employment, including recruitment, hiring, promotions, transfers, discipline, terminations, wage and salary administration, benefits, and training. Students, faculty, and staff are assured of participation in university programs and in the use of facilities without such discrimination. Emory University complies with Section 503 of the Rehabilitation Act of 1973, the Vietnam Era Veteran's Readjustment Assistance Act, and applicable executive orders, federal and state regulations regarding nondiscrimination, equal opportunity, and affirmative action (for protected veterans and individuals with disabilities). Inquiries regarding this policy should be directed to the Emory University Department of Equity and Civil Rights Compliance, 201 Dowman Drive, Administration Building, Atlanta, GA 30322. Telephone: 404-727-9867 (V) | 404-712-2049 (TDD).

A selection of university policies can be found at this link:

<https://policies.emory.edu/>

9 Appendix A: CSI PhD Course Listing

R = Required

E = Elective

E* = Elective if and only if course is formally taught and evaluated, i.e. seminar style or directed study courses may not be used to fulfil elective requirements

O=Other (Does not count as either a Required or as an Elective Course.)

Course Number	Course Name	Credits	PhD CS Track	PhD BMI Track
BIOS 506	Foundations of Biostatistical Methods	4	E	O
BIOS 507	Applied Regression Analysis	4	E	E
BIOS 510	Intro. to Probability Theory	4	E	E
BIOS 511	Introduction to Statistical Inference	4	E	E
BIOS 516	Intro to Large-Scale Biomed Data Analysis	1	O	E
BIOS 534	Machine Learning	3	O	R
BIOS 540	Introduction to Bioinformatics	2	O	E
BIOS 555	High-throughput Data Analysis using R	2	O	E
BIOS 707	Advanced Linear Models	4	E	E
BIOS 709	Generalized Linear Models	4	E	E
BIOS 711	Statistical Inference II	4	E	E
BIOS 731	Advanced Statistical Computing	2	E	E
BIOS 738	Bayesian and Empirical Bayes Methods	2	E	E
BIOS 770	Advanced Statistical Genetics	2	E	E
BMED 6041	Analytical Methods for BME	3	O	E
BMED 6517	Machine Learning in Biosciences	3	E	E
BMED 6700	Biostatistics	3	E	O
BMED 8813	Special Topics in BME (Various)	3	O	E*
BMI 500	Introduction to Ethical Data Science and Informatics	3	E	R
BMI 510	Biostatistics for Machine Learning	4	E	R
BMI 520	Practical Computing for Informatics	3	O	E
BMI 532	Model-Based Machine Learning	3	E	E
BMI 534	Introduction to Machine Learning	3	O	R
BMI 536	Introduction to Deep Learning	3	E	E
BMI 539	Topics in Machine Learning	3	E	E
BMI 540	Time Series Analytics and Modeling	3	E	E
BMI 550	Applied Biomedical Natural Language Processing	3	E	E
BMI 555	Computational Methods for Biomedical Image Analysis	3	E	E
BMI 562	Cancer Single Cell Analytics	3	O	E
BMI 585	Topics in Biomedical Informatics (Various)	3	E*	E*
CS 523	Data Structure & Algorithms I	3	O	E

CS 524	Theory of Computing	3	E	E
CS 526	Algorithms	3	R	E
CS 534	Machine Learning	3	R	R
CS 540	Software Engineering	3	E	E
CS 541	Information Visualization	3	E	E
CS 551	Systems Programming	3	R	E
CS 553	Info. and Computer Security	3	E	E
CS 554	Database Systems	3	E	E
CS 555	Parallel Processing	3	E	E
CS 556	Programming Languages and Compilers	3	E	E
CS 557	Artificial Intelligence	3	E	E
CS 558	Networking	3	E	E
CS 559	Distributed Processing	3	E	E
CS 563	Digital Image Processing	3	E	E
CS 570	Data Mining	3	E	E
CS 571	Natural Language Processing	3	E	E
CS 572	Information Retrieval	3	E	E
CS 573	Data Privacy and Security	3	E	E
CS 580	Operating Systems	3	E	E
CS 581	High Performance Computing: Tools and Applications	3	E	E
CSI 584	Topics in Computer Science (Various)	3	E*	E*
MATH 511	Analysis I	3	E	E
MATH 512	Analysis II	3	E	E
MATH 515	Numerical Analysis I	3	E	E
MATH 516	Numerical Analysis II	3	E	E
MATH 517	Iterative Methods	3	E	E
MATH 531	Graph Theory	3	E	E
MATH 557	Partial Differential Equations I	3	E	E
MATH 558	Partial Differential Equations II	3	E	E
MATH 571	Numerical Optimization	3	E	E
MATH 572	Numerical Partial Differential Equations	3	E	E