

ALBANY
STATE
UNIVERSITY

Graduate Catalog
1998-2001

ALBANY STATE UNIVERSITY



GRADUATE SCHOOL
CATALOG: 1998-2001



ALBANY STATE UNIVERSITY

Albany State University is an integral part of the system of higher education maintained by the State of Georgia. The University is one of 34 institutions of higher learning governed by the Board of Regents of the University System of Georgia.

Albany State University recruits, admits and provides services, financial aid and instruction to all students without regard to racial identification, religion, gender, disability, or national origin. The University is also an equal opportunity and equal rights employer in that all applicants for faculty, staff and student employment positions are considered with out regard to racial identification, religion, gender, disability or national origin. Albany State University has always opened its doors to all applicants and continues to value diversity in its student body, faculty, staff and administration. It actively recruits to ensure a broad representation of students and faculty and promotes a campus culture that respects and appreciates the individuality of every student, faculty member, staff person and administrator.

Albany State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097) to award Bachelor's, Master's and Education Specialist degrees.

The statements set forth in this catalog are for information purposes only and should not be construed as the basis of a contract between student and this institution. While provisions of this catalog will ordinarily be applied as stated, Albany State University reserves the right to change any provision listed in this catalog, including but not limited to, academic requirements for graduation, without specific notice to individual students. Every effort, however, will be made to keep students advised of any such changes. Information about such changes will be available in the Graduate School office. Students are responsible for keeping apprised of current graduation requirements of their particular degree program.

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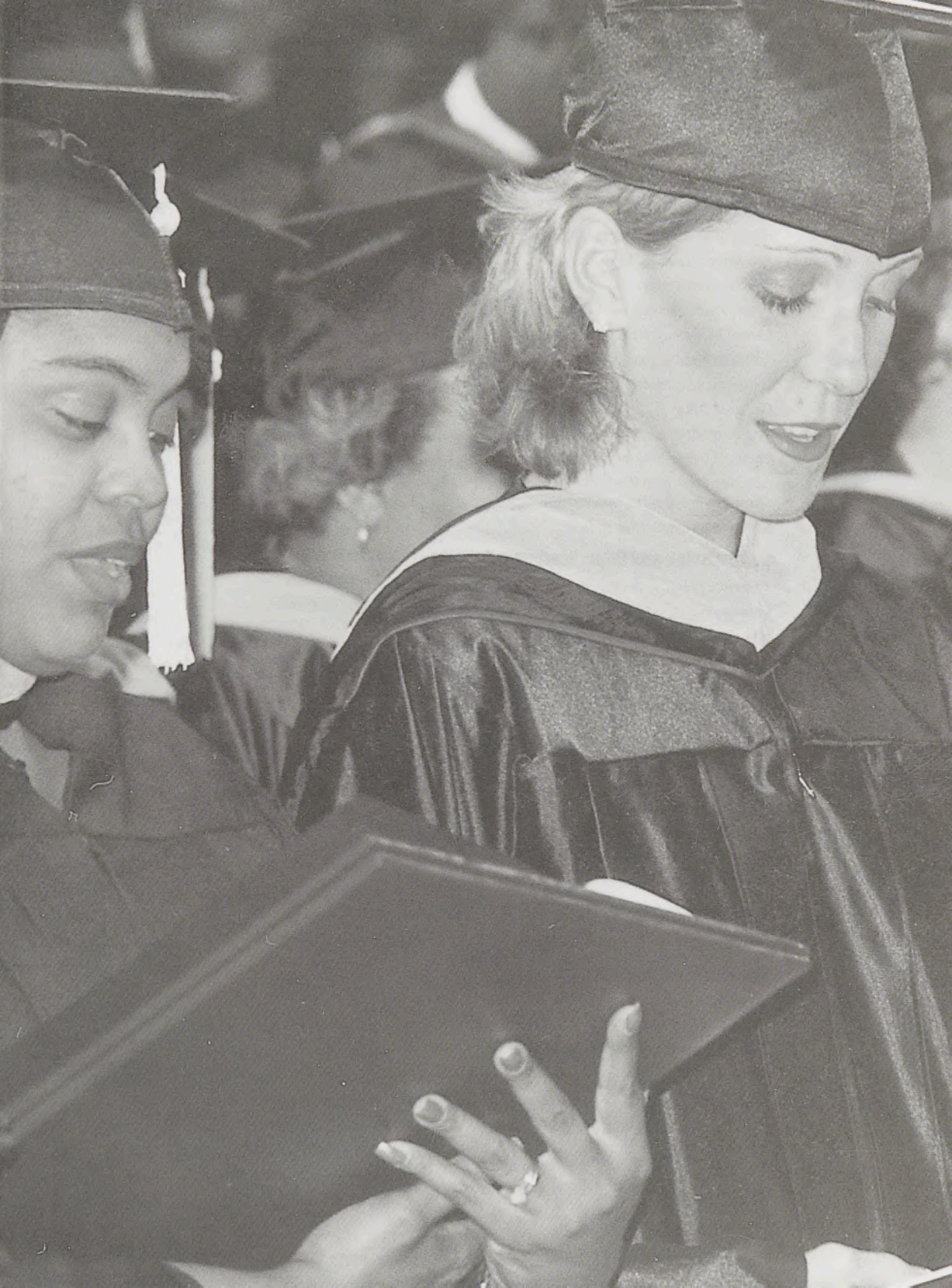




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ALBANY STATE UNIVERSITY



1998-2001 ACADEMIC CALENDAR

Fall Semester 1998

Deadline for Application for Admissions & Readmission for Fall Semester 1998	July 1
Residence Halls Open for New Students	August 16
New Student Orientation	August 17-20
New Student Registration	August 19
Phase II - Registration	August 20
Classes Begin	August 21
Graduate Student Orientation	August 22
Phase III - Registration and Drop/Add	August 24-25
Labor Day Holiday	September 7
Classes Resume	September 8
Midterm Examinations	October 9-10
Phase I - Advisement and Registration for Spring Semester 1999	October 12-December 9
Last day to Drop a Course and Withdraw from School with a Grade of W	October 13
Homecoming Week	October 18-24
Thanksgiving Holidays	November 25-29
Classes Resume	November 30
Classes End	December 9
Final Examinations for Potential Graduates	December 9-10
Reading Day	December 10
Final Examinations	December 11-12, 14-15
Grades Reported to Registrar's Office by Noon	December 16
Commencement	December 19

Spring Semester 1999

Residence Halls Open for Students/New Student Orientation	January 4
Phase II - Registration for All Students	January 5
Classes Begin	January 6
Phase III - Registration and Drop/Add	January 7-8
Martin Luther King, Jr. Holiday	January 18
Classes Resume	January 19
Midterm Examinations	February 26-March 2
Spring Break	March 6-14
Classes Resume	March 15
Phase I - Advisement and Registration for Summer Semester 1999	March 15-31
Phase I - Advisement and Registration for Fall Semester 1999	April 1-30
Final Examinations for Potential Graduates	April 29-30
Grades Reported to Registrar's Office by 4:00 p.m.	April 30
Classes End	April 30
Reading Day	May 3
Final Examinations for All Other Students	May 4-7
Commencement	May 8
Grades Reported to Registrar's Office by Noon	May 10



Summer Semester 1999 [4-Day Week (70 minutes) 36 days]

Residence Halls Open/New Student Orientation	May 15
Phase II - Registration for All Students	May 15,17
Classes Begin for First and Regular Session	May 18
Memorial Day Holiday	May 31
Mid-term Examinations for First Session	June 1
Mini-term Begins	June 14
Mid-term Examinations for Regular Session	June 16
First Session Ends	June 17
Phase II - Registration, Second Session	June 18-19
Classes Begin; Second Session	June 21
Midterm Ends	June 24
Deadline for Applications for Admission & Readmission for Fall Semester 1999	July 1
Independence Day Holiday	July 5
Classes Resume	July 6
Midterm Examinations for Second Session	July 6
Deadline for Applications for Admission & Readmission for Fall Semester 1999	July 1
Independence Day Holiday	July 5
Classes Resume	July 6
Phase I - Advisement and Registration for Fall Semester 1999	July 6-12
Classes End for Second Session and Regular Session	July 21
Grades reported to Registrar's Office by Noon	July 22

Fall Semester 1999

Deadline for Applications for Admission & Readmission for Fall Semester 1999	July 1
Residence Halls Open for New Students	August 15
New Student Orientation	August 16-19
New Student Registration	August 18
Phase II - Registration for All Students	August 19
Classes Begin	August 20
Graduate Student Orientation	August 21
Phase III - Registration and Drop/Add	August 23-24
Labor Day Holiday	September 6
Classes Resume	September 7
Midterm Examinations	October 8-9
Phase I - Advisement and Registration for Spring Semester 2000	October 11-December 8
Homecoming Activities (tentative)	October 30
Thanksgiving Holidays	November 24-28
Classes Resume	November 29
Classes End	December 8
Final Examinations	December 9-11, 13-14
Grades Reported to Registrar's Office by Noon	December 15

Spring Semester 2000

Residence Halls Opens at 1 p.m.	January 5
New student Orientation	January 6
Phase II - Registration and payment of fees; 8 a.m. - 6 p.m.	January 6
Phase III - Registration, drop/add and payment of fees; 8 a.m.- 6 p.m. Late fees may apply. All fees must be paid by January 10. No refund will be made for courses voluntarily dropped after this date.	
This does not apply to withdrawals. Courses cannot be added after January 10.	January 7
Classes begin	January 10
Late registration continues; 8 a.m. - 5 p.m.	
Martin Luther King, Jr. Convocation.	January 13

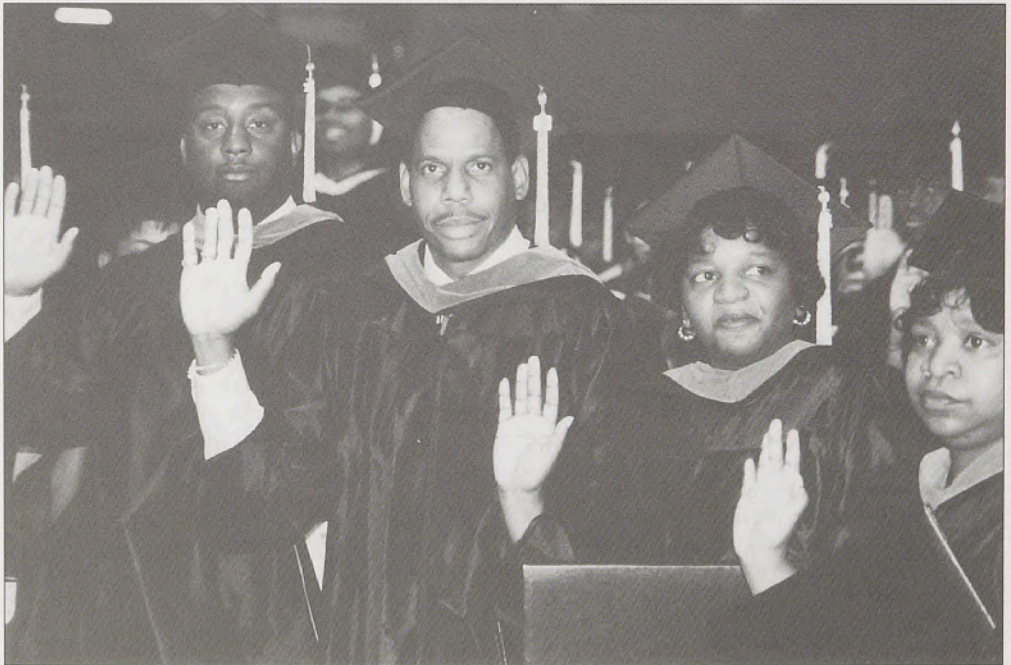
ALBANY STATE UNIVERSITY



Martin Luther King, Jr. Holiday Observed	January 17
Classes Resume	January 18
Mid-term Examination	February 26 & 28-29
Mid-term grades due by noon	March 1
Last day to drop a course and withdraw from school with a grade of "W"	March 2
Spring Break	March 4-12
Classes Resume	March 13
Phase I - Advisement and Registration for Summer and Fall Semesters 2000	March 13-April 28
Honors Day Convocation	March 24
Graduation deadline clearance for 2000 Spring Semester	March 24
Founder's Day	April 7
Deadline to remove "I" and "IP" grades	April 14
Deadline for Applications for Admission and Readmission for Summer Semester 2000	April 15
Classes End	April 27
Final Exam for Potential Graduates	April 26 & 27
Grades due in Registrar's Office by Noon for Potential Graduates	April 27
Reading Day (except potential graduates)	April 28
Final Examinations	May 1-3
Grades due in Registrar's Office by 12:00 noon for Potential Graduates	April 27
Commencement - Albany James H. Gray Civic center, 10 a.m.	May 6
President's Strategic Management Planning Session	May 8-10
Summer Semester	May 18- July 21
Memorial Day Observed	May 29
Deadline for Applications for Admission and Readmission for Fall Semester 2000	July 5

Summer 2000 and Fall, Spring and Summer 2001

Please contact Registrar's Office at 912-430-4638 for academic calendar information.





2000-2001 ACADEMIC CALENDAR

Summer Semester 2000

Phase I - Academic advisement and registration for Summer Session, 2000 (all sessions)	Mar. 13 -17
Phase I - Academic advisement and registration for Fall Semester, 2000.	Apr. 10- 14
Phase II - Registration from 8:00 a.m. - 6:00 p.m.	May 18
Classes begin first regular session. Drop/add from 8:00 a.m. - 5:00 p.m.	
Last day for registration and fee payment.	May 22
Memorial Day observed.	May 29
Mid-term exams for first session.	June 1
Last day to drop a course or withdraw from school with a grade of "W" for first session.	June 5
Mid-term examinations for regular session.	June 15
Classes end for first session.	June 17
Last day to drop a course or withdraw from school with a grade of "W" for regular session.	June 19
Grades due in the Registrar's Office for first session by 12:00 noon.	June 19
Classes begin, second session.	June 21
Regents' Test.	June 29
Phase I - Registration for Fall Semester 2000, 8:00 a.m. - 5:00 p.m.	June 30
Independence Day observed.	July 4
Deadline for admission and readmission for Fall Semester 2000.	July 5
Mid-term examinations for second session.	July 6
Deadline to remove "I" and "IP" grades for credit earned the previous calendar year. Last day to drop a course or withdraw from school with a grade of "W" for second short session.	July 10
New Student Orientation	July 12-15
Classes end for second session and regular session. Final examinations to be administered on this date.	July 21
Grades due in the Registrar's Office for second session and regular session by 12:00 noon.	July 24

Fall Semester 2000

Residence halls open for new students at 1:00 p.m.	August 12
New student orientation	August 12-16
Phase II - Registration and payment of fees for returning students; 8 a.m. - 6:00 p.m.	
New student registration; 1 p.m. - 6 p.m. Residence halls open for upper classmen.	August 16
Classes begin. Registration continues; 8 a.m. - 5 p.m.	August 17
Phase III - Registration, drop/add and payment of fees; 8 a.m. - 6p.m. (Late fees may apply).	
All fees must be paid by <u>August 24</u> . No refund will be made for courses voluntarily dropped after this date. (This does not apply to withdrawals) Courses cannot be added after <u>August 22</u> .	August 21-22
Final payment of fees.	August 24
Labor Day Holiday	September 4
Classes resume	September 5
Mid-term examinations	October 5-6
Mid-term grades due by noon	October 9
Last day to drop a course and withdraw from school with a grade of "W"	October 10
Homecoming week	October 15-21
Regents' Test	October 31
Phase I - Advisement and registration for Spring Semester	November 13-17
Deadline for admission and readmission for Spring Semester.	
Deadline for clearance for graduation for Fall Semester.	November 13
Deadline to remove "I" and "IP" grades.	November 17
Thanksgiving Holidays	November 22-24
Classes resume	November 27
Final examinations for potential graduates	November 29-30
Grades due in Registrar's office by noon for potential graduates	November 30



Classes end	December 6
Final Examinations	December 7-9 & 11
Commencement – Health, PE & Recreation Complex; 10 a.m.	December 9
Grades due in Registrar's office by noon	December 12

Spring Semester 2001

Residence halls open at 1:00 p.m. New student orientation	January 3
Phase II – Registration and payment of fees; 8 a.m. – 6:00 p.m.	January 4
Phase III – Registration, drop/add and payment of fees; 8 a.m. – 6p.m. (Late fees may apply). All fees must be paid by <u>January 10</u> . No refund will be made for courses voluntarily dropped after this date. (This does not apply to withdrawals) Courses cannot be added after <u>January 8</u>	January 5
Classes begin. Late registration continues; 8 a.m. – 5 p.m.	January 8
Final payment of fees	January 10
Martin Luther King, Jr. Convocation	January 15
Martin Luther King, Jr. Holiday Observed	January 15
Classes resume	January 16
Mid-term examinations	February 24 & 26-27
Mid-term grades due by noon	February 28
Last day to drop a course and withdraw from school with a grade of "W"	March 1
Spring Break (After last scheduled class on March 3)	March 3-11
Classes resume	March 12
Phase I – Advisement and registration for Summer semester	March 12 – March 16
Regents' Test	March 20
Honors Day Convocation	March 23
Clearance deadline for May graduation	March 30
Founder's Day	April 6
Phase I – Advisement and registration for Fall semester	April 9-13
Deadline to remove "I" and "IP" grades	April 13
Final examinations for potential graduates	April 25-26
Grades due in Registrar's office by 12:00 noon for potential graduates	April 26
Classes end	April 27
Deadline for admission and readmission for Summer Semester.	April 30
Final examinations	April 28-May 2
Grades due in Registrar's office by 12:00 noon	May 3
Commencement; 10 a.m. – Albany James H. Gray Civic Center	May 5
President's Strategic Management Planning Session	May 7-9

Summer Semester 2001

May 17 – June 29

Registration	May 17
Drop/Add and payment of fees. (Late fees apply)	May 18
Classes begin	May 21
Memorial Day observed	May 28
Regents' Test	June 26
New Student Orientation	July 10-14

Fall Semester 2001

Residence halls open for new students at 1:00 p.m.	August 11
New student orientation	August 11-15
Phase II – Registration and payment of fees for returning students; 8 a.m. – 6:00 p.m. New student registration; 1 p.m. – 6 p.m. Residence halls open for upper classmen.	August 15
Classes begin. Registration continues; 8 a.m. – 5 p.m.	August 16



Phase III – Registration, drop/add and payment of fees; 8 a.m. – 6p.m. (Late fees may apply).

All fees must be paid by **August 24**. No refund will be made for courses voluntarily dropped after this date.

(This does not apply to withdrawals) Courses cannot be added after **August 21**. August 20-21

Final payment of fees August 24

Labor Day Holiday September 3

Classes resume September 4

Mid-term examinations October 4-5

Mid-term grades due by noon October 8

Last day to drop a course and withdraw from school with a grade of "W" October 9

Homecoming week (Tentative) October 21-27

Phase I – Advisement and registration for Spring Semester November 12-16

Deadline for admission and readmission for Spring Semester.

Deadline for clearance for graduation for Fall Semester. November 12

Deadline to remove "I" and "IP" grades. November 16

Thanksgiving Holidays November 21-23

Classes resume November 26

Final examinations for potential graduates November 28-29

Grades due in Registrar's office by 12:00 noon for potential graduates November 29

Classes end December 5

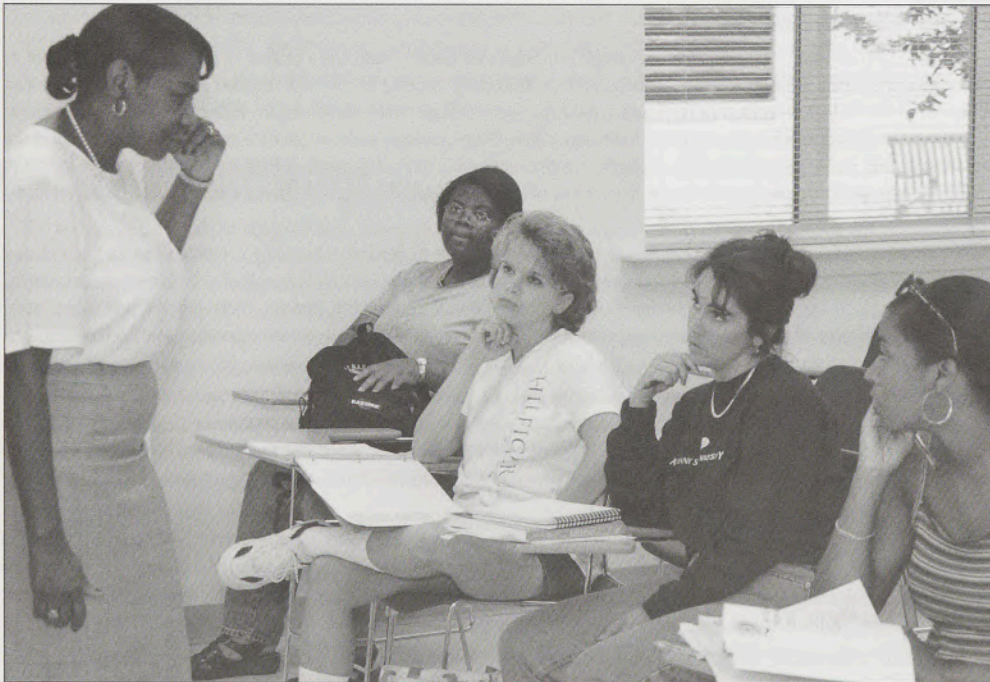
Final Examinations December 6-8 & 10

Commencement – Health, PE & Recreation Complex; 10 a.m. December 8

Grades due in Registrar's office by noon December 11

***CLASSES SEVEN DAYS A WEEK**

***CLASS LENGTH – NINETY MINUTES**





HISTORY of the Albany State University Graduate School



In the Fall of 1972, Georgia State University and then Albany State College entered into a cooperative agreement to provide, at Albany State College, graduate studies leading to the Master of Education Degree. By a similar cooperative agreement with Valdosta State College, Albany State began the Master of Business Administration Degree program in October 1974.

In the Fall of 1981, Albany State received approval from the Board of Regents to award independently both the Master of Business Administration and the Master of Education degrees. One year later in 1982, with the approval of the Board, the University offered the Master of Science degree in Criminal Justice. Again with the collaborative effort of the University of Georgia, Albany State offered the Education Specialist degree in Educational Administration and Supervision and was later approved as a Level III Master's institution in January 1984.

The Master of Public Administration and the Master of Science degree in Nursing became effective the Fall of 1987 and 1988, respectively. In the Fall of 1991, Albany State was granted approval to offer the Education Specialist degree in Educational Administration and Supervision. In January 1999 Albany State University inaugurated Doctoral Education in the Albany area with the acceptance of the first cohort of students into the joint Ed.D. program with Valdosta State University.

ASU Mission Statement

Albany State University, a historically black institution in Southwest Georgia, has been a catalyst for change in the region from its inception as the Albany Bible and Manual Training Institute to its designation as a university. Founded in 1903 to educate African American youth, the University proudly continues to fulfill its historic mission while also serving the educational needs of an increasingly diverse student population. A progressive institution, Albany State University seeks to foster the growth and development of the region, state and nation through teaching, research, creative expression and public service. Through its collaborative efforts, the University responds to the needs of all its constituents and offers educational programs and service to improve the quality of life in Southwest Georgia.

The primary mission of Albany State University is to educate students to become outstanding contributors to society. Offering Bachelor's, Master's and Education Specialist degrees and a variety of non-degree educational programs, the University emphasizes the liberal arts as the foundation for all learning by exposing students to the humanities, fine arts, social sciences and the sciences. Global learning is fostered through a broad-based curriculum, diverse university activities and the expanding use of technology.

A leader in teacher education, nursing, criminal justice, business, public administration and the sciences, Albany State provides a comprehensive educational experience with quality instruction as the hallmark of all its academic programs. The University embraces the concept of "students first" as a core institutional value and is committed to "education on a personal level." The University advocates the total development of students, especially the underserved, and provides a wholesome academic environment in which students can study, learn and develop through their interaction with fellow students, faculty, staff, administrators, visiting scholars and community leaders.

Consistent with the core mission of the University System of Georgia, Albany State University exhibits the following characteristics:

- A supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and meet the needs of students, faculty and staff;
- Cultural, ethnic, racial, and gender diversity in the faculty, staff and student body, supported by practices and programs that embody the ideals of an open, democratic and global society;



- Technology to advance educational purposes, including instructional technology, student support services and distance education;
- Collaborative relationships with other system institutions, state agencies, local schools and technical institutes, and business and industry, sharing physical, human, information, and other resources to expand and enhance programs and services to the citizens of Georgia.

With other state universities in the University System of Georgia, Albany State University shares:

- A commitment to excellence and responsiveness within a scope of influence defined by the needs of an area of the state, and by particularly outstanding programs or distinctive characteristics that have a magnet effect throughout the region or state;
- A commitment to a teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, serves a diverse and college-prepared student body, promotes high levels of student achievement, offers academic assistance, and provides developmental studies programs for a limited student cohort;
- A high quality general education program supporting a variety of disciplinary, interdisciplinary, and professional academic programming at the baccalaureate level, with selected Master's and Education Specialist degrees, and selected Associate degree programs based on area need and/or inter-institutional collaborations;
- A commitment to public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life, and raise the educational level within the University's scope of influence;
- A commitment to scholarly and creative work to enhance instructional effectiveness and to encourage faculty scholarly pursuits, and a commitment to applied research in selected areas of institutional strength and area need.

While Albany State University shares much in common with other state universities, it is dedicated to preparing leaders for underserved populations and is committed to the following distinctive purposes:

- Providing quality educational experiences for underserved populations in the region, state and nation;
- Promoting and preserving the historical and culturally distinctive traditions which define African American culture;
- Offering a comprehensive array of programs in health care services, community development, human disabilities, cultural enhancement, business and economic development, international trade and entrepreneurship;
- Graduating marketable students not only through technologically advanced academic programs but also through undergraduate research, studies abroad, internships, service learning and developmental pre-professional experiences;
- Improving the quality of life of African American males via the educational, research, intervention and service programs coordinated through the Center for the African American Male.

GRADUATE SCHOOL **Mission**

The purpose of the Graduate School, Albany State University, is to define and promote excellence in graduate education and the research and scholarly activities associated with it. In concert with the College of Arts and Sciences, the College of Business, the College of Education, and the College of Health Professions, the Graduate School establishes a high standard of intellectual excellence and ensures the application of that standard in discussions, deliberations, and decisions about faculty, students, curriculum, and research direction. The Graduate School is centered on academic issues and on enhancing scholastic excellence in the recruitment, admission and matriculation of graduate students.

The Graduate School brings an institution-wide perspective to all post-baccalaureate endeavors. It establishes, through its faculty, a set of policies that define excellence in graduate programs, high quality in curriculum, exceptional student selection, and rigor in faculty appointments. It defines the minimum standards acceptable for all post-baccalaureate work and ensures the observance of both the campus-wide and program-specific standards articulated and approved by the graduate faculty.

Research in the Graduate School plays a central role in expanding scholarship and providing service to Southwest Georgia and the world. Characterized by a multi-disciplinary and holistic approach to learning, graduate research involves students, faculty and applicable stakeholders in addressing policy issues and solving local, regional and global socioeconomic, political and environmental problems. Upon graduation, students possess the measurable competencies and knowledge required to contribute successfully to their organizations and communities, enhancing their own lives and improving the quality of life and opportunities for others. Publications in scholarly journals and books document the results of research and the improvements made to the quality of life of citizens living throughout Georgia and the Southeastern United States.



Quality graduate programs result only from quality faculty. Thus, the Graduate School ensures sufficient numbers of regular, permanent faculty members who are active in scholarship and research and highly effective in creating technology-based classroom environments in which maximum learning occurs. These faculty must be committed to promoting life-long learning, dedicated to quality scholarship and to the intellectual enhancement of their graduate programs and of their students. Building a student-centered, pluralistic learning community is a top Graduate School priority.

The Graduate School provides institution-wide leadership and develops and implements policies governing graduate education. The Graduate School Dean coordinates, in collaboration with the other Deans, the various graduate programs offered by all of its colleges.

DESCRIPTION of Offerings

The Graduate School is the fifth academic unit of the University and grants the Master's degree in Education (M.Ed.), Nursing (M.S.), Public Administration (M.P.A.), Business Administration (M.B.A.), and Criminal Justice (M.S.) and the Education Specialist degree (Ed.S.) in Educational Leadership.

Master of Business Administration (M.B.A.)

The M.B.A. is a general degree program offered by the College of Business with courses in accounting, economics, finance, management and marketing. A concentration in Water Resources Management and Policy is also offered.

Master of Science Degree (M.S.)

The M.S. degree in Criminal Justice is offered by the Criminal Justice Department with concentrations in law enforcement and corrections.

The M.S. degree in Nursing is offered by the College of Health Professions with concentrations in community health nursing, maternal child nursing and family nurse practitioner.

Master of Education (M.Ed.)

The M.Ed. degree is offered by the College of Education with concentrations in business education, early childhood education, educational leadership, English education, health and physical education, mathematics education, middle grades education, music education, science education (biology, chemistry, physics), school counseling and special education.

Master of Public Administration (M.P.A.)

The M.P.A. degree is offered by the Department of History, Political Science and Public Administration. Concentrations are offered in human resources administration, fiscal administration, public policy and Water Resources Management and Policy.

Education Specialist Degree in Educational Leadership (Ed.S.)

The Ed.S. degree is designed to prepare professional personnel for positions such as superintendents, associate or assistant superintendents, principals or policy planners.

GENERAL ADMISSIONS POLICIES

General admission requirements are established for all graduate degree programs. Students applying for admission must satisfy the following criteria as a minimum.

Baccalaureate Degree

Applicants must have received a baccalaureate degree from an accredited college or university with an undergraduate major in (or prerequisite requirements satisfied for) the planned graduate field of study.

Grade Point Average

Applicants for regular admission status must have earned a minimum grade point average of 2.5/4.00 at the undergraduate level calculated on all work attempted. The education specialist degree program requires a minimum 3.00/4.00 grade point average on all work at the Master's level.

Standardized Test Requirement

Standardized tests required for admission vary according to the degree program.



ADMISSION REQUIREMENTS

Individuals seeking admission to a graduate program must submit the following to the Graduate Admissions Office, ASU Graduate School, 192 Academic Building, 504 College Drive, Albany, Georgia, 31705:

1. A completed official application form.
2. A \$20.00 non-refundable application fee.
3. Official transcripts from all colleges attended.
4. Graduate Record Examination (GRE), Miller Analogies Test (MAT) or Graduate Management Admission Test (GMAT) Scores.
5. Two current letters of reference. May not be required of non-degree students.
6. Pre-Entrance Medical Record and Certificate of Immunization.
7. All Nursing applicants must submit copies of their Malpractice Insurance and their License to Practice as a Nurse in the State of Georgia.
8. A Georgia Teaching Certificate required for all Education majors except School Counseling.

The student is responsible for contacting all institutions attended for the purpose of requesting transcripts. Students who have attended Albany State University should fill out a Request for ASU Transcript form available in Graduate Admissions. The Graduate School will secure such transcripts for the student free of charge. Students are responsible for contacting testing agencies for transmittal of test scores to Albany State University.

Admission and Readmission

Official acceptance or denial is verified by a letter from the Graduate School. Students who are admitted and do not enroll for the semester in which they were admitted must submit another application if they want to attend Graduate School at a later date. Applicant records are maintained for only one year. Students who were previously enrolled and have not been in attendance for one or more semesters must apply to the Graduate School for readmission.

CATEGORIES of Admission

The admission status of applicants accepted into the Graduate School will be classified in one of the following categories.

Regular Admission

Applicants may be granted regular admission to the Graduate School if they have met the minimum degree program requirements of grade point average and standardized test scores [44 on the Miller Analogies Test (MAT), 800 on the Aptitude Test of the Graduate Record Examination (GRE) or 450 on the Graduate Management Admissions Test (GMAT)] plus provided the aforementioned material and information. On the GRE the verbal score and the quantitative score are considered separately and weighted depending on the particular program of study, the combined score should be 800. GPA, test scores, reference letters, previous graduate work, and interviews are used together to determine the candidate's overall likelihood of successful performance in the ASU graduate program and eligibility for regular admission. Individuals must achieve regular admission status before they can graduate. Only those with this status are eligible for graduate assistantships. (See individual program information for specific requirements.)

Provisional Admission

Applicants who do not fully meet the requirements for regular admission may be considered for provisional admission. The following criteria must be met:

1. An undergraduate degree from a regionally accredited college or university with an undergraduate major in, or prerequisites for, the planned field of study, where applicable,
2. An undergraduate grade point average of at least 2.2/4.0 and
3. A score on the MAT of no less than 27; a score on the Aptitude Test of the GRE of no less than 700; or an appropriate score on the GMAT in accordance with program criteria.

A student satisfying nine semester hours of course work in provisional status with no grade of less than "B" may be admitted to regular admission. Otherwise, the student's enrollment is terminated. Individual programs of study may have higher provisional admission standards.



Transient Admission

A full-time graduate student in good academic standing at another institution may enroll for one semester as a transient student. The regular institution must provide written authorization for the student to enroll under this status. Copies of transcripts and standardized test scores are not required.

Non-Degree Admission

Personal Enrichment: Applicants interested in study for personal enrichment or for job-related requirements are admitted under this status. While a student may enroll for an unlimited number of courses in the non-degree status, he/she must be fully aware that a Master's degree is not awarded at the completion of any number of hours in this status. Only nine semester hours of course work taken in this status may apply to a Master's degree at Albany State University.

Seniors: Albany State University undergraduate students with senior standing may be admitted to non-degree status in the Graduate School and register for graduate courses if each of the following conditions is met:

1. The student has an overall 3.0 or better grade point average.
2. The Vice President for Academic Affairs approves the academic department's recommendations for the student to apply to the Graduate School.
3. The student applies and is accepted as a non-degree student in the Graduate School.
4. The student follows the same regulations for all non-degree students in the Graduate School.
5. As with all non-degree students, only nine (9) semester hours taken in non-degree status by ASU seniors may be applied towards a Master's degree at the University.
6. Seniors who have been approved by the Vice President for Academic Affairs and accepted as non-degree students in the Graduate School are limited to a maximum of 12 semester hours of graduate courses per semester. Such students are allowed a maximum of 15 semester hours of courses (combined graduate and Undergraduate) per semester.

Change in Status

A student admitted to the Graduate School remains in the original academic status until notified in writing by the Dean of the Graduate School of the approval of a change in status.

Appeals of Admissions Status

Decisions regarding the student's admission acceptance status may be appealed. Information regarding appeal procedures may be secured from the Graduate School Office. Such appeals and their associated documentation are referred to the Appeals Committee of the Graduate Council for consideration. The student has the right of further appeal to the Vice President for Academic Affairs and then to the President of the University who will make the final institutional decision.

Change of Degree Program

Before an enrolled student can transfer from one degree program to another, the student must apply in writing for admission to the new degree program and must satisfy all of the original conditions of admission to the new degree program. Applications must be submitted in accordance with the "Admissions Policies" stated in this catalog.

Questions regarding transfer of credits and residency status to the new degree program will be resolved according to the existing academic standards of the new program.





Full-Time Status

A graduate student is considered a "full-time" student for the Fall and Spring Semesters when he/she is enrolled in nine semester hours. For Summer Semester a student is considered "full-time" with six semester hours. Students who have completed course requirements and are enrolled for thesis hours, are also considered "full-time." Exceptions to this policy are made on a case-by-case basis with the final determination made by the Dean of the Graduate School. Students wanting to apply for an exception should complete a "Waiver of Hours" form and indicate how the student is engaged in full-time academic work while not taking either nine semester hours or registered for three thesis hours.

Admission Application Deadlines for Regular, Provisional, Transient, and Non-Degree Admissions

In order to ensure sufficient processing time, applicants have a greater likelihood of being accepted for the term in which they wish to enroll when the following deadlines are met:*

Fall Semester: April 15
last day to complete an application file

Spring Semester: November 15
last day to complete an application file

Summer Semester: March 1
last day to complete an application file

*International students must complete an application file at least two months prior to the term they wish to begin study. See section below on "Admission of International Students."

Admission of International Students

Albany State University welcomes international students to its campus and is willing to assist students from other countries in achieving a successful educational experience at the University. International students, defined as citizens of countries other than the United States who require a visa in order to study in the U.S., may contact:

The Graduate School
Albany State University
504 College Drive
192 ACAD Building
Albany, GA 31705-2797
Telephone: (912) 430-5118 or (912) 430-4862
E-Mail: dfrink@asurams.edu

International students seeking admission to the Graduate School should follow directions specified for all students under "Admission Requirements." In addition, the international student applicant must satisfy the following requirements:

1. Submit his or her application for admission at least two months prior to the term in which he or she wishes to begin study at Albany State University.
2. Submit official original language and English (translated) copies of college or university transcripts, as records of past academic work, along with copies of academic degrees and certificates that the applicant has received. To be considered official these transcripts must be submitted directly from the educational institutions to the Graduate School.
3. Submit official results from the Graduate Record Examination or the Graduate Management Admissions Test, or other standardized test required by the graduate program to which the applicant is seeking admission. See "Admission Requirements" for specific programs.
4. Demonstrate English language proficiency. Acceptable evidence of proficiency is successful completion of the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 or satisfactory completion of a Bachelor's degree from an accredited U.S. college or university.
5. Furnish evidence of adequate financial support on the Affidavit of Support Form. The applicant must provide an official statement from an authorized bank certifying that sufficient funds are available to the student to cover costs of university fees and general living expenses for one academic year of study in the United States. Immigration and Naturalization Form I-20 will not be issued until the international applicant has submitted the required evidence of financial support.



6. Carry a full program of studies (at least nine semester hours) upon admission and matriculation. The United States Immigration and Naturalization Service regulations require that students holding an "F" or "J" visa carry a full program of study.
7. Be covered by an insurance plan. Due to the high cost of health care in the United States, it is for the benefit of all international students that they have some type of health insurance coverage. (Students who do not already have some type of coverage when they arrive at Albany State University, must enroll in a plan immediately upon admission.)

Once these requirements are met, the Graduate School will evaluate the international applicant's credentials and make an admissions decision. The applicant will be notified of the University's decision and, if admitted, will be issued an I-20 immigration form. This form must then be taken to the nearest U.S. Embassy or consular office, which will issue a visa for entry into the United States.

OTHER Academic Policies

Readmission Following Scholastic Termination

A graduate student who has been excluded from the institution for academic reasons will not ordinarily be readmitted. A student who petitions this rule must have been out of the institution for at least twelve months. Said petition must be approved by the Appeals Committee of the Graduate Council, the Dean of the Graduate School and the Vice-President for Academic Affairs. Any graduate student who has been excluded twice for scholastic reasons will not be readmitted to the University under any circumstance.

Degree Requirements

Although specific academic requirements exist for each Master's degree program, several general requirements are common to all degree programs.

The general academic requirements for the Master's degree are:

1. Admission to regular degree standing in a specific Master's degree program must be granted by the Graduate School of Albany State University.
2. A minimum of 36 semester hours in a prescribed curriculum must be completed with an overall grade point average of at least 3.0.
3. All course work applicable towards the degree must be completed within six years of the date of graduation.
4. Transfer credits must be approved upon enrollment or before the course is taken and must meet the required criteria of the program.
5. A comprehensive examination must be successfully completed. A thesis may also be required.
6. Application for graduation must be submitted at least one semester in advance of the anticipated semester of graduation.

Planned Degree Programs of Study

Within the first nine semester hours of study, the regular status student is required to complete a planned degree program of study with the advice and approval of his/her academic advisor. Copies of this planned program will be filed with the Graduate School and the academic department in which the degree is to be awarded.

Any adjustments or corrections of this approved program must be endorsed by the departmental chairperson and filed with the Graduate School. A final planned program is submitted at the time that the student applies for graduation. Adjustments to the final planned program are not permitted.

Academic Standards

The University is committed to offering a high quality graduate program. Graduate students are required to maintain a minimum 3.0 grade point average. For this reason, caution is exercised in retaining any student whose grades fall below acceptable academic standards. All grades received for graduate courses taken at Albany State University will be used in the calculation of the cumulative grade point average.

Grading System

Final grades are submitted to the Records Office at the end of the semester, and these are made a part of a student's permanent record. Copies of these reports are sent to the students, to departmental chairpersons and to the parents and guardians upon approved request.



The official grades with the meanings and quality points follow:

- "A" EXCELLENT: Four quality points are allowed for each semester credit hour.
- "B" GOOD: Three quality points are allowed for each semester credit hour.
- "C" SATISFACTORY: Two quality points are allowed for each semester credit hour.
- "D" LOWEST PASSING GRADE: One quality point is allowed for each semester credit hour.
- "F" FAILURE: This mark indicates poor scholastic work or failure to officially withdraw from the course. In such cases, students must take the required courses at the next opportunity. Students may repeat an elective course if desired. No quality points are allowed.
- "I" This symbol indicates that a student has completed the major portion of the requirements for a given course, but for reasons beyond expected control, such as illness or family emergency, could not complete the course. An incomplete is also used for research or problem courses where projects necessarily extend beyond the end of the semester. Normally, incomplete grades must be removed by the end of the first semester following the awarding of the incomplete. If an "I" is not satisfactorily removed after two semesters of matriculation, the symbol "I" will be changed to "F". To remove an incomplete, the student must secure a permit from the Registrar's Office and submit it to the instructor. The instructor will execute a Change of Grade form and submit it to the Office of the Vice President for Academic Affairs for approval and further processing.
- "W" This symbol indicates that a student was permitted to withdraw without penalty. Withdrawals without penalty will not be permitted after the midpoint of the total grading period (including final examinations) except in cases of hardship as determined by the Vice President for Student Affairs.
- "S" This symbol indicates that credit has been given for completion of the degree requirements for work other than academic. Use of this symbol is approved for dissertation and thesis hours, student teaching, clinical practicum, internships, and proficiency requirements in grade programs. Exceptions to the use of this symbol for academic course work must be submitted to the Chancellor for approval.
- "U" This symbol indicates unsatisfactory performance in a student's attempt to complete degree requirements other than academic. The use of this symbol is approved for dissertation and thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs. Exceptions to the use of this symbol for academic coursework must be submitted to the Chancellor for approval.
- "V" This symbol indicates that a student was given permission to audit a course. Students may not transfer from audit to credit status or vice versa during a single semester.
- "K" This symbol indicates that a student was given credit for the course via a credit by examination program approved by the respective institution's faculty (CLEP, AP, Proficiency, etc.)

Withdrawal from the University

Students who find it necessary to withdraw from Albany State University, after having completed registration, must secure withdrawal forms from the Registrar's Office, complete them, and have them signed by the Vice President for Student Affairs, the Vice President for Fiscal Affairs, and officials in the Financial Aid Office and the Registrar's Office. The student is responsible for submitting one copy of the properly signed form to each of the above listed offices and for retaining a copy of the form for personal records. The Registrar's Office notifies instructors of a student's official withdrawal after the University has received a properly signed form. Students entitled to a fee refund will be mailed a check from the Office of Fiscal Affairs.

A student may withdraw from Albany State University with a grade of "W" prior to the midterm date. After this time limitation, a student who finds it necessary to withdraw must have evidence to support the reason for approval from the VP for Student Affairs and the VP for Academic Affairs to receive a grade of "W". Students suspended for disciplinary reasons will automatically receive the grade of "W".

Scholastic Warning

A graduate student whose cumulative grade point average falls below 3.00 or who otherwise fails to maintain the level of academic performance required by the University and the department that offers the degree program will receive a letter of scholastic warning from the institution.

Scholastic Termination

A graduate student is subject to scholastic termination for the following reasons:



1. Failure to achieve a 3.0 cumulative grade point average by the end of the next nine semester hours of enrollment following scholastic warning.
2. Failure to maintain other academic performance standards required by the department offering the degree program of study.
3. Third failure on the comprehensive examination.

Academic Advisement

An academic advisor is assigned to each student at the time of acceptance into the Graduate School. Students are expected to confer with their advisors on a periodic basis.

Residence Classification

The student is responsible for registering under the proper residence classification. If there is a question about a student's right to be classified as a legal resident of Georgia, it is the student's obligation to get the matter clarified prior to registration. The burden of proof rests with the student, and any documents presented to support his or her contention will be reviewed. A petition to be reclassified as a resident of Georgia can be obtained from the Admissions Office or from the Registrar's Office. Supporting documents and petitions should be returned by August 1 for fall semester, December 1 for spring semester, and May 1 for summer semester.

All documents should be returned to the Registrar's Office. If a student is not approved, he or she may appeal to the President of the University within five days. If the petition is approved, reclassification will not be retroactive to prior semesters.

A student who is classified as a resident of Georgia must notify the Registrar immediately of any change in residence status. If it is determined that the student has misrepresented or omitted facts which result in classification or reclassification as a resident student, retroactive charges for non-resident fees will be made by the Fiscal Affairs office.

Legal Residency Requirements

1. (a) If a person is 18 years or older, he or she may register as a resident student upon showing that he or she has been a legal resident of Georgia for a period of at least 12 months immediately before the beginning date of registration. (b) No emancipated minor or person 18 years of age or older shall be deemed to have gained or acquired in-state residence status for fee purposes while attending any educational institution in this state, in the absence of a clear demonstration that he or she has in fact established legal residence in this state.
2. If a person is under 18 years of age, he or she may register as a resident student upon showing that his or her supporting parent or guardian has been a legal resident of Georgia for a period of at least 12 months immediately preceding the date of registration.
3. A full-time faculty member of the University System and his or her spouse and dependent children may register on the payment of resident fees even though they have not been legal residents of Georgia for the preceding 12 months.
4. Non-resident graduate students who hold teaching or research assistantships requiring at least one-third time service may register as students in the institution in which they are employed on payment of resident fees.
5. Full-time teachers in the public schools of Georgia and their dependent children may enroll as students in the University System institutions on the payment of resident fees, when such teachers have been legal residents of Georgia for the immediately preceding nine months, were engaged in teaching during such nine months period, and have been employed to teach full-time in the public schools of Georgia during the ensuing school year.
6. All aliens shall be classified as non-resident students, provided, however, that an alien who is living in this country under visa permitting permanent residence shall have the same privilege of qualifying for resident status for fee purposes as a citizen of the United States.
7. Foreign students who attend institutions of the University System under financial sponsorship of civic or religious groups located in this state may be enrolled upon the payment of resident fees, provided the number of such foreign students in any one institution does not exceed the quota approved by the Board of Regents for that institution.
8. Should the parents or legal guardian of a minor change his or her legal residence to another state following a period of legal residence in Georgia, the minor may continue to take courses for a period of 12 consecutive months on the payment of resident fees. After the expiration of the 12-month period, the student may continue his registration only upon the payment of fees at the non-resident rate.
9. In the event that a legal resident of Georgia is appointed as guardian of a non-resident minor, such minor will not be permitted to register as a resident student until the expiration of one year from the date of court appointment and then only upon proper showing that such appointment was not made to avoid payment of the non-resident fees.



10. Career Consular Officers and their dependents who are citizens of the foreign nation which their Consular Office represents and who are stationed and living in Georgia under the orders of their respective governments, shall be entitled to enroll in the University System institutions on payment of resident fees. This arrangement shall apply to those Consular Officers whose nations operate on the principle of educational reciprocity with the United States.

11. Military personnel and their dependents stationed in Georgia and on active duty will not be assessed a non-resident fee, but shall pay the same fees assessed residents of Georgia.

PLEASE NOTE: In order to avoid delay and inconvenience upon arrival for registration, prospective students should seek clarification of all questions concerning residence status at the time of admission. Questions for clarification should be addressed to the Residence Committee, Office of the Registrar, Albany State University, Albany, Georgia 31705.

GENERAL Policies

Attendance Policy

The structure of graduate courses and programs normally require full class attendance by students enrolled. All matters related to the student's absence, including making up work missed, are to be arranged between the student and the instructor. Class attendance is important to successful academic performance.

Cheating and Plagiarism

Cheating and plagiarism are non academic grounds for expulsion from the Graduate School at Albany State University. No student shall give or receive any assistance not authorized by the professor in the preparation of any assignment, report, project, or examination to be submitted as a requirement for academic credit.

Commencement Exercises

A candidate for graduation must participate in commencement exercises unless the Vice President for Academic Affairs grants an official excuse.

Comprehensive Examination

Successful completion of a comprehensive examination is required in all degree programs. Students must apply to take their examination one semester in advance of the semester in which the examination is to be taken.

Comprehensive examinations cover all work prescribed by the student's program of study, including transferred credits and research projects, if applicable. This examination is constructed and administered by the major department.

A student must be registered during the semester in which the comprehensive examination is taken. The comprehensive examination can be taken only once in a given semester with a maximum of three attempts permitted.

Correspondence Credit

Under no circumstances may credit earned through correspondence work be applied toward satisfaction of a Master's degree requirements. This may or may not apply to distance learning courses or to courses taken over the internet. Credit for such courses is evaluated on a course by course basis.

Credit Load

The normal full-time graduate study load is from 9 to 12 semester credit hours. The maximum course load for any graduate student is 19 semester credit hours per semester and requires approval by the department and the academic advisor. (See Full-Time Status below.)

Diploma or Transcript Issuance

Transcripts of academic credits are available upon request to the Registrar. Students with no financial obligations to the University shall be issued a diploma or transcript of academic credits.

Directed or Individual Study Credit Limits

Graduate students are permitted to include a maximum of nine semester credit hours of directed or individual study credits in a Master's degree planned program. Each such inclusion must be approved by the student's departmental chairperson and the academic advisor.



Disruptive and Obstructive Behavior

The Board of Regents of the University System of Georgia reaffirms its policies to support fully freedom of expression by each member of the academic community and to preserve and protect the rights of freedom of its faculty members and students to engage in debate, discussion, and peaceful and non-disruptive protest and dissent. The following statement does not change or in any way infringe upon the Board's existing policies and practices in support of freedom of expression and action. Rather, it is considered necessary to combat the ultimate effect of irresponsible, disruptive and obstructive actions by students and faculty, which destroy academic freedom and the institutional structures through which the University operates.

The Board of Regents stipulates that any student, faculty member, administrator, or employee, acting individually or in concert with others, who clearly obstructs or disrupts, or attempts to obstruct or disrupt any teaching, research, administrative, disciplinary, or public service activity, or any other activity authorized to be discharged or held on any campus of the University System of Georgia is considered by the Board to have committed an act of gross irresponsibility and shall be subject to disciplinary procedures, possibly resulting in dismissal or termination of employment.

Family Educational Rights and Privacy Act of 1974 Compliance

Albany State University is in full compliance with the Family Educational Rights and Privacy Act of 1974. This Act was designed to protect the privacy of educational records and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings.

Full-Time Status

A graduate student enrolled in nine semester hours of course work in a term is considered a full-time student.

Grades

Official course grades are transmitted to students only by the University's Registrar.

Graduation Requirements

Application for graduation must be completed one semester in advance of the anticipated date of graduation. This form may be obtained from the Graduate Office and must be accompanied by a Final Planned Program of Study.

Residence Requirements

A minimum of 27 semester hours of the Master's degree program must be earned in course work offered by Albany State University. All graduate programs require a minimum of 30 semester hours. Individual programs may require more than 30 semester hours.

FINANCIAL Information

Fee Payment Policy

All fees are payable by the registration deadline published for each semester. Payments may be made in cash or by check payable in U.S. currency and drawn on a financial institution located in the State of Georgia. Albany State reserves the right to determine the acceptability of checks, and all checks not drawn as above will be returned to the remitter. Money orders, certified checks, traveler's checks, MasterCard and personal checks will be accepted, provided that the check is presented with acceptable identification. If a check given in payment of a student's fees, books, or supplies is not paid when presented to the bank or financial institution upon which it is drawn, the student will be charged a return check fee of \$20.00 or five percent (5%) of the face amount of the check, whichever is greater. Any person who submits an "insufficient funds" or "no account" check may not only be suspended from the University, but may also face legal prosecution. No transmittal of credits in any form will be made by the University or its personnel for a student with outstanding financial obligations to the University.

The University reserves the right to change without previous notice, its fees, charges, rules and regulations at the beginning of each semester; however, this right is exercised cautiously and reluctantly.



GRADUATE STUDENT FEES

Matriculation (Fewer than 9 hours per semester credit hour)	\$91.00 per hour
Non-Resident Tuition (Fewer than 9 hours per semester credit hour)	\$272.00 per hour

Fees and Expenses Beyond Matriculation Fees

Parking (Motor Vehicle) Fee	\$ 8.00
Graduation Fee	40.00
Applied Music (per course) Fee	65.00
Transcript Fee	3.00
Health Service Fee	53.00
Student Activity Fee	42.00
Student Athletic Fee	128.00
Late Registration Penalty Fee (Failure to register within the dates set) 1st day (Thereafter, the late fee increases \$5 each subsequent day to deadline date)	35.00
Returned Check Fee (Or 5% of face amount of check, whichever is greater)	20.00

All fees and charges are payable at the time of registration. Remittance should be made payable to Albany State University and addressed as follows:

Office of Fiscal Affairs
Albany State University
Albany, Georgia 31705

Please include the name and social security number of the student for whom payment is intended when fees are sent by mail.

REFUND POLICIES

In accordance with the policy of the Board of Regents, the following refund schedule applies to withdrawals after the first day of registration:

On or before the first day of class	100% Refund
Less than 10% (time) enrollment period	90% Refund
10 to 25% (time) enrollment period	50% Refund
25 to 50% (time) enrollment period	25% Refund
After first 50% (time) enrollment period	0% Refund

Students who withdraw after the first 50% of (time) enrollment period has elapsed from the date of registration will not receive a refund of any portion of their fees. Any student who wishes to withdraw from the institution must secure withdrawal forms from the Registrar's Office, complete them and have them approved by the Registrar, Vice-President for Fiscal Affairs, Vice-President for Student Affairs, and the Director of Financial Aid. The student must file a copy in each office. The student will then be eligible for a refund of fees in accordance with the above policy.

Non-Refundable Fees

The following fees are non-refundable.

Admission Fee
Graduation Fee
Music Fee
Parking Fee

Dormitory Deposits-are refundable after four years or upon graduation minus any applied charges such as dormitory damage.

Application Processing Fee

Upon application to a graduate program or for certification, an applicant to the Graduate School must submit a non-refundable application fee of twenty dollars (\$20.00). The application fee does not apply toward registration fees.



Graduation Fee

All candidates for graduation must file a formal application for graduation ONE SEMESTER IN ADVANCE OF THEIR EXPECTED COMPLETION DATE. Graduation fees are subject to change each year. Information about current fees can be obtained from the Office of Fiscal Affairs, Academic Building, Room 284, or from the Graduate School Office, 192 ACAD Building.

Matriculation Fee

The tuition charge is \$91.00 per semester hour of credit. The cost to audit a course is the same as that for credit.

Student Motor Vehicle Parking Fee

All motor vehicles operated on the campus must be registered with the Office of Public Safety. A valid insurance card is required to register a vehicle and an official permit and parking decal must be assigned before the vehicle may be operated on campus. Decals must be displayed on the vehicle.

Students parking vehicles in unauthorized areas, visitors' spaces or reserved spaces will be subject to fines and/or removal of the vehicle at the student's expense.

A student's parking permit costs \$8.00 annually and must be purchased by the deadline posted by the Office of Public Safety. Payment should be by cash or check pre-approved by the Business Office. Temporary permits are available for persons having previously purchased permits or occasionally driving other vehicles.

Out-of-State Fee

Students who are not residents of Georgia must pay an out-of-state tuition fee in addition to all other fees. The out-of-state fee charge is \$272.00 per semester hour or \$3,255.00 maximum tuition charge per semester.

Student Activity Fee

A comprehensive fee of \$223.00 is required of any student enrolled for six or more semester hours. This fee entitles the student to special admission rates to lyceum features, athletic events, etc., as well as use of the University Health Services.

Transcript Fee

Students may request "student copies" or "transmittal of office copies" of their permanent academic listing of credits (transcripts) at the Office of the Registrar. No fee is charged for the first copy. A fee of \$3.00 (three dollars) is charged for each additional transcript. Five to seven working days should be allowed for the processing of an "official" transcript. ASU transcripts may be ordered for the student's Graduate School file through the Graduate School Office at no charge.

FINANCIAL Assistance

Albany State University provides financial assistance for promising students who, without such help, would be unable to attend. The University believes, however, that the student is, first and foremost, responsible for financing his or her education.

The financial aid program is based on the financial need of the student. Need is the difference between the cost of education at Albany State University and the amount the applicant is expected to contribute toward the cost of education.

Financial Aid Application Procedures

1. Complete and submit an Albany State University Application for Financial Assistance and send it to the Financial Aid Office, Albany State University.
2. Complete the Free Application for Federal Student Aid (FAFSA). Instructions for completing the form and the appropriate address are all contained within the FAFSA packet.
3. Submit the Student Aid Report (SAR)-the document sent to the student once the FAFSA has been processed to the Financial Aid Office as soon as it is received.
4. Request that a Financial Aid Transcript be submitted to the Financial Aid Office from each college, university, vocational school, or post secondary institution previously attended.



SOURCES OF FINANCIAL AID

Graduate Assistantship

The University offers a limited number of graduate assistantships worth \$7,000 per year. A graduate assistant works 20 hours a week and receives in return a stipend of \$3,500 per semester. The work performed should be of professional nature and involve research support of faculty as much as possible. Tuition and fees are deducted from the stipend and the balanced is paid to the assistant in monthly installments. Application for all graduate assistantships should be made through the Graduate School Office.

Regents' Opportunity Scholarship

This scholarship is made possible by the Board of Regents of the University System of Georgia. A limited number of awards are made by the institution each academic year to students who are residents of Georgia and are enrolled in a graduate degree program. The students must demonstrate financial need. The financial aid application procedures described above are required for consideration of this scholarship.

HOPE Teacher Scholarship Program

This program assists students (teachers, counselors) who are seeking an advanced degree in a critical field of study. Financial assistance of up to \$10,000 will be awarded towards the cost of attendance. The program operates as a forgivable loan that will be repaid by teaching in a Georgia public school. The HOPE Teacher Scholarship Program addresses the following areas:

Middle Grades Education (grades 4-8) with primary concentration in: Math, Science or Math and Science.

Mathematics Education (grades 7-12)

Science Education (grades 7-12)

Foreign Language Education (grades P-12)

Special Education (grades P-12) B. D., Interrelated, and Interrelated/ECE

Business Education (grades 7-12)

Georgia Student Finance Authority (GSFA) Direct Student Loans

Legal residents of Georgia may apply for service cancelable loan assistance for professions in which there is a critical manpower shortage in Georgia. Currently the areas in which Albany State University participates include health fields - nursing; teacher education - math, science, and middle grades with concentration in math or science and special education. The maximum loan amount per academic year is \$2,000. A Free Application for Federal Student Aid Form (FAFSA) and Albany State University Financial Aid Application are required.

Federal Perkins Loans

Funds are provided to the University for the purpose of making low-interest, long-term loans available to students who demonstrate need. Loans are available to both graduate and undergraduate students. Repayment of Perkins Loan begins nine months after the student leaves college, graduates, or drops below halftime. The interest rate is five percent. A Free Application for Federal Student Aid Form (FAFSA) and Albany State University Financial Aid Application are required.

Federal Direct Subsidized Stafford/Ford Loans (Direct Subsidized Loans)

The federal government will pay the interest on these loans while students are in school and during deferments (postponements of repayment). Students must demonstrate financial need to receive this loan. A Free Application for Federal Student Aid Form (FAFSA) is required.

Federal Direct Unsubsidized Stafford/Ford Loans (Direct Unsubsidized Loans)

Students can get these loans regardless of financial need, but will have to pay all interest charges, including the interest that accumulates during deferments. A Free Application for Federal Student Aid Form (FAFSA) is required.

The interest rates are variable and adjusted each July. The maximum rate for the Direct Subsidized and Unsubsidized Loan is 8.25 percent.

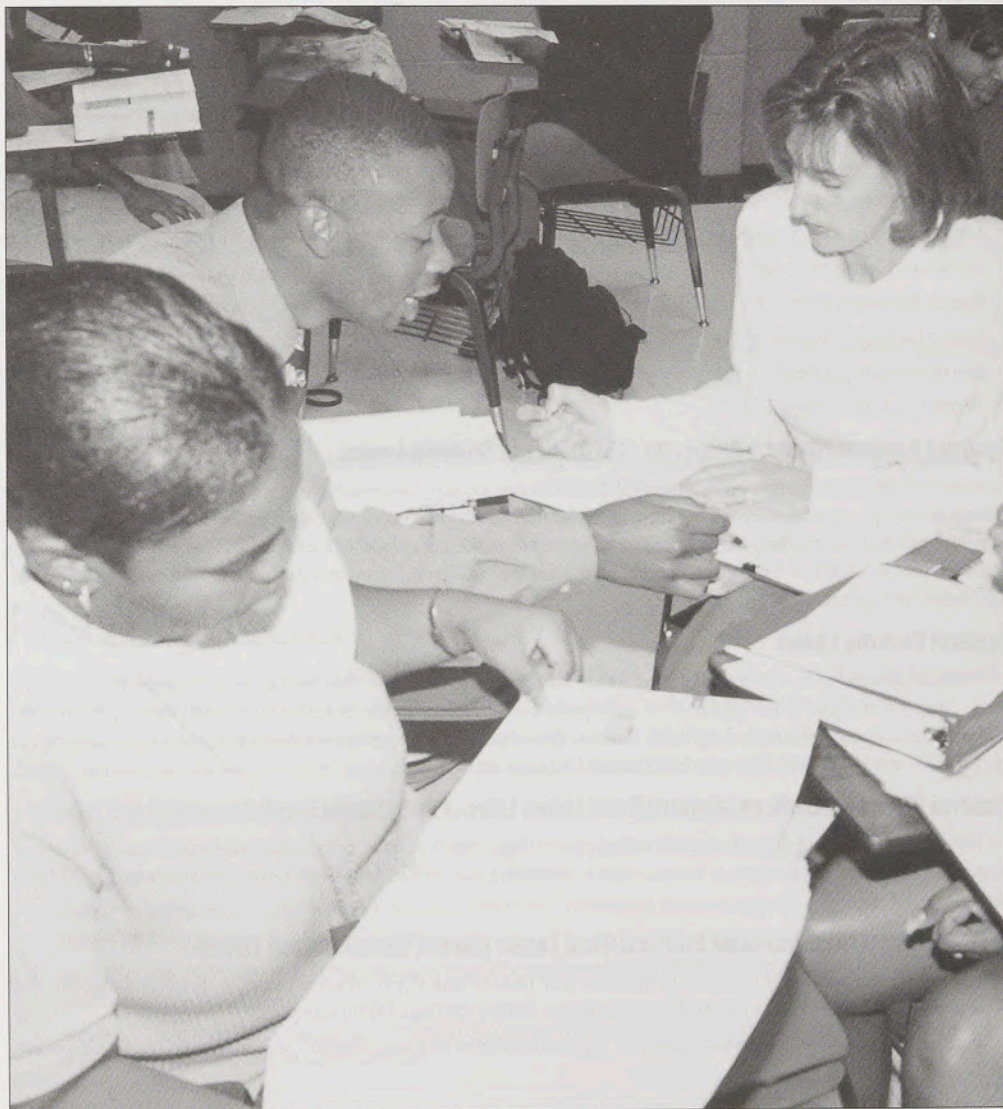


Veterans Assistance Program

Veterans, active duty personnel and eligible dependents are encouraged to take full advantage of benefits available through the Veterans Administration. Those students eligible for benefits should apply for admission to the University and complete the admission process. An application for VA Educational Benefits should be completed prior to entering the institution.

The veteran or other eligible persons are advised to have money available to cover his or her semester's tuition and fees at the time of enrollment. Albany State University does not participate in advanced payment with the VA.

Interested persons should contact the Veteran Affairs Director in the Registrar's Office for information and assistance pertaining to eligibility and application for Veterans Educational Benefits.





DEGREE PROGRAMS

MASTER OF BUSINESS ADMINISTRATION

Introduction

The Master of Business Administration Degree (MBA) program is offered by the College of Business. It is a 36-semester-hour program. The program includes 27 hours of core courses and 9 hours of electives. MBA candidates have the opportunity to acquire the knowledge, skills and leadership capacity to perform effectively in complex and rapidly changing environments. They are able to develop integrated strategies and to respond proactively to business challenges and opportunities. Graduates also learn to integrate functional expertise in seamless organizations and to create effective, pluralistic organizational cultures appropriate to the environment. Such cultures generate the best possible solutions to problems, facilitate the development of truly innovative products and services that allow organizations to compete in global markets, and give every employee the opportunity to contribute their very best and reach their highest potential.

The MBA Mission

The faculty and staff of the College of Business are firmly committed to educating business professionals as well as full-time students who are beginning or changing careers. The program's fundamental purpose is to develop professional managers/leaders capable of making valuable contributions to their chosen organizations. The program's primary geographic focus has been individuals located in Southwest Georgia and the Southeastern United States. With distance learning and other technological advances, the program will reach out to a much broader population.

Philosophy

A set of assumptions undergird the MBA philosophy and approach. The faculty believes that business professionals and managers must:

- Understand basic business and managerial functions.
- Develop strategic plans including vision, mission, and long-term objectives.
- Gain working familiarity of functional business disciplines.
- Contribute significantly to the success of the organization.
- Value work-force diversity and demonstrate such commitment through leadership.
- Teach, coach and mentor others to become effective leaders.

Objectives

Given the above mission and assumptions, the MBA program has the following objectives:

- To develop functional area competence in professional business-related disciplines such as accounting, economics, finance, information systems, management and marketing,
- To provide the broad perspectives needed to effectively manage change in a globally interdependent, highly diverse economy,
- To deliver an integrated, cross-functional program that enables leaders/managers to understand, critically evaluate and contribute to organizational culture, systems and policy,
- To enhance the interpersonal, communication and analytical skills necessary to work effectively in teams and networks, and
- To raise the consciousness of students to recognize and take into account the ethical implications of their actions and to be authentic-true to themselves, others and to society.

Accreditation

Albany State University, through its College of Business, is nationally accredited by and is a member of the Association of Collegiate Business Schools and Programs (ACBSP). The accreditation is for offerings at the graduate level, the Master of Business Administration (MBA) and at the undergraduate level, the Bachelor of Science Degrees in Accounting, Information Systems, Management and Marketing. In addition, The MBA is included as part of the regional institutional accreditation given to Albany State University by the Southern Association of Colleges and Schools (SACS).



Physical Facilities and Resources

The MBA degree program is housed in the College of Business on the newly reconstructed Albany State University campus. The College has its own building, Peace Hall, which is a modern facility including MBA classrooms and faculty offices and computer laboratories. A wide range of computerized statistical packages, business simulations, financial and other applications are available for use by the students.

Off-Campus Programs

In order to increase accessibility of working individuals in different areas of Southwest Georgia and to accommodate the needs of organizations within the region, the MBA program is currently being offered in four off-campus locations: Abraham Baldwin Agricultural College in Tifton; Thomas Technical Institute in Thomasville; Phoebe Putney Memorial Hospital and the Marine Corps Logistics Base in Albany. Distance learning sites are also located in Thomasville and Moultrie, Georgia.

Admission Requirements

The College of Business seeks an appropriate balance between an open admissions policy and rigorous academic standards. This balance is reflected in the following general requirements set forth by the College which all students must meet before acceptance into the MBA program:

- Baccalaureate degree earned in any field from an accredited college or university;
- Satisfactory completion of the GMAT for those without earned master's degrees or higher;
- Submission of completed application for admission;
- An official copy of academic transcripts; and
- Two letters of reference that focus on the candidate's potential success in graduate education.

Regular Admission

Regular admission to the MBA degree program is granted to those applicants who meet the above general requirements and have earned a minimum undergraduate grade point average (GPA) of 2.5 on a 4.0 scale and who score a minimum of 450 on the Graduate Management Admission Test (GMAT).

Provisional Admission

Provisional status is granted to those applicants who fail to meet either the GPA requirement of 2.5 or the GMAT requirement of 450 required for regular admission. To be accepted provisionally, the applicant must achieve a minimum score of 900 based on the following formula: $(\text{GPA} \times 200) + \text{GMAT Score} \geq 900$. (The GPA must not be lower than 2.2/4.0.) Applicants admitted to the MBA program on a provisional basis are required to take three MBA graduate level courses in which the candidate must earn a minimum grade of "B" in each course in order to change the candidate's admission status to "regular admission". A grade of less than "B" in any one course will result in termination from the program. MBA courses or other graduate level courses taken prior to being granted provisional status do not count toward fulfilling the requirement of three consecutive graduate level courses with a minimum grade of "B" in each course.

Non-Degree Admission

Applicants who meet the requirement for neither regular nor provisional admission status may enroll in MBA courses for the purpose of preparing for regular admission at a later date. No GMAT score is required but the applicant must have either earned a baccalaureate degree with a minimum GPA of 2.2/4.0 or have senior undergraduate standing with at least a 3.0/4.0 GPA and approval of the Vice President for Academic Affairs and meet other general Graduate School criteria for seniors. A maximum of only nine semester hours of graduate-level courses earned under this status with a minimum grade of "B" can be transferred to regular admission status. The courses taken in non-degree status can not be counted as part of the nine-hour course requirement under provisional status.

Transient Admission

MBA students in good standing at another graduate level degree program may enroll in the ASU MBA program as a transient student.

Planned Degree Program

Within the first semester of admission, the student is required to complete a planned degree program of study with the advice and approval of the MBA Coordinator. Copies of this plan will be filed with the Graduate School and within the College of Business. The planned degree program includes eight prerequisite courses, which constitute a common body of knowledge in business and thirty-six semester hours of courses at the graduate level. An application for graduation must be completed at least one semester prior to the anticipated semester of graduation. The original copy of the final degree program is submitted with the application for graduation.



Prerequisites

Although the MBA is designed as a progression for business management majors at the undergraduate level, many engineering, allied health and other non-business undergraduates seek admission to the program. To accommodate these students, the following prerequisite, three-hour credit courses are offered and must be completed prior to registering for graduate MBA courses:

ACCT	2101	Principles of Accounting I
ACCT	2102	Principles of Accounting II
ECON	2105	Principles of Macroeconomics
ECON	2106	Principles of Microeconomics
ECON	3205	Economics and Business Statistics
FINC	3105	Foundations of Financial Management
MGMT	4110	Organization Behavior
MKTG	3120	Principles of Marketing

Curricular Components of Planned Degree Program

MBA CORE CURRICULUM	.....	27 SEMESTER CREDIT HOURS
ACCT	6101	Accounting Analysis for Decision Makers (3 credit hours)
BUSA	6105	International Business (3 credit hours)
ECON	6105	Macroeconomics for Managers (3 credit hours)
ECON	6107	Managerial Economics (3 credit hours)
FINC	6105	Financial Management (3 credit hours)
MGMT	6106	Decision Science (3 credit hours)
MGMT	6110	Organizational Behavior and Effectiveness (3 credit hours)
MGMT	6199	Business Policy and Strategic Management (3 credit hours)
MKTG	6170	Marketing Management (3 credit hours)
Electives in Business Administration	.....	9 Semester Credit Hours
TOTAL REQUIRED	.....	36 SEMESTER CREDIT HOURS

OTHER PROGRAM REQUIREMENTS

Academic Standing

The College of Business is committed to offering a high-quality, demanding graduate degree program in Business Administration. A minimum 3.0/4.0 grade point average is required for completion of the MBA. A student who does not maintain a 3.0 GPA will be placed on scholastic warning. The Dean of the Graduate School will issue such a warning. A grade of "D" in any MBA course is unacceptable and the course must be repeated. A grade of "F" in any MBA course is also unacceptable and results in termination from the program.

Scholastic Termination

An MBA student's enrollment will be terminated from the program for any one of the following reasons:

- Failure to achieve a 3.0 cumulative GPA by the end of the next nine semester credit hours of enrollment immediately following scholastic warning,
- Failure to achieve a grade of "B" or better in each course for the first nine semester credit hours taken under provisional admission status,
- Making an "F" in any graduate MBA course, or
- Failure to earn a grade higher than "D" on a repeated course.



Credit Load

The normal MBA course load is from nine to twelve semester credit hours per semester with full-time students taking up to 15 hours. Authorization from the Dean of the College of Business is required for any course(s) above 15 hours.

Independent Study Course

MBA students in Regular Admission Status can take the BUSA 6100, Independent Study in Business Administration, one time and only after the student has completed 18 graduate semester credit hours of the MBA program. If a grade of "D" is made, it must be taken again and at least a "C" must be earned.

Comprehensive Exam

Students must pass a comprehensive final exam that demonstrates ability to integrate the knowledge gained from course work completed. The examination is given during or immediately after completion of the MGMT 6199, Business Policy and Strategic Management Course.

Time Limit for Completion of Degree

The maximum time allowed for the completion of the MBA degree program is six (6) years from admission into the program under either provisional or regular status. Students inducted into military service, or subjected to other circumstances beyond their control, may apply to the Dean of the College of Business for an extension of time.

Transfer and Other Credit

A total of nine semester credit hours of graduate-level work may be transferred from another accredited institution to the MBA program for the purpose of partially fulfilling requirements for the MBA degree. (The number of transfer credits for fulfilling undergraduate prerequisite requirements is unlimited.) All transfer and other credits are subject to the following requirements:

- For graduate-level courses, only those in which a grade of "B" or better was earned and which were completed within the six-year time period or six years prior to acceptance into regular admission status, will be authorized.
- For undergraduate-level courses, only those in which a passing grade was earned will be authorized.
- Course work offered for transfer credit must not have been used in fulfillment of another degree.
- Acceptance of transfer credit can not reduce the residency requirement of 27 graduate semester credit hours.
- At the time of application, a petition for transfer credit must be filed with the MBA Director along with a copy of the course description for the institution's academic catalogue.

For information, you may contact one of the following:

Dr. Mollie B. Brown, Dean
College of Business
Albany State University
Albany, Georgia 31705
Phone: (912) 430-2749
E-mail: mbrown@asurams.edu

Dr. Abiodun Ojemakinde, Chair
Business Administration
Albany State University
Albany, Georgia 31705
Phone: (912) 430-4771/4773
E-mail: aojemaki@asurams.edu

THE MBA FACULTY

Adekunle, Samuel, Ph.D., Nova University. *Specialty: Business Administration*

Cordy, Everett D., Ph. D., LL.M, JD, Lasalle University. *Specialty: Business Law*

Kuforiji, John O., Ph.D., University of Pittsburgh. *Specialty: Economics and Quantitative Methods*

Ojemakinde, Abiodun, Ph.D., Louisiana State University. *Specialties: Economics and Quantitative Methods*

Okpara, Rosa, Ph. D., Georgia State University. *Specialties: Management and Marketing*

Oladunjoye, Ganiyu T., Ph.D., Bowling Green University. *Specialty: Education Administration and Supervision*

Rogers, Michael, Ph. D., University of Tennessee. *Specialties: Labor and Manpower Economics, Human Resource Management and Organizational Behavior*



Said, Hassan A., Ph. D., University of Alabama. *Specialties: Finance and Accounting*

Snyder, Don, Ph. D., Texas A & M University. *Specialty: Marketing*

Wang, Chiou-Pirng, Ph. D., Texas Tech University. *Specialty: Management Information Systems*

COURSE DESCRIPTIONS

ACCT 6101 – Accounting Analysis for Decision Making 313-01

This course is designed to familiarize the student with applications of accounting data in decision making; cost analysis as applied in the development of budgets; and standards as an accounting tool for cost control and pricing. A case problem that requires students to interpret and discuss their analysis in the context of managerial decision-making is used. *Prerequisite: FINC 3105*

ACCT 6102 – Managerial/Cost Accounting II 313-01

This is a study of budgeting, standard costing, cost-volume-profit analysis, performance evaluation, and variable costing. Also covers new developments in the area of costing. *Prerequisite: ACCT 4101*

ACCT 6106 – Tax Research 313-01

A course designed to apply the concepts learned in Tax Accounting I. Library research and case analysis are used to develop a deeper understanding of income tax applications. *Prerequisite ACCT 4121*

ACCT 6107 – Accounting Theory 313-01

The study of the conceptual theory underlying accounting and the development of accounting principles within the conceptual theory. Emphasis is placed on accounting objectives and the cost, revenue, income, asset, and equity concepts. *Prerequisite: ACCT 3102*

ACCT 6108 – International Accounting 313-01

A study of the international dimension of accounting as it relates to the multinational corporation and the international environment. *Prerequisite: ACCT 2102*

ACCT 6112 – Advanced Auditing I 313-01

A detailed study of audit procedures includes audit sampling, tests of controls, and substantive tests. *Prerequisite: ACCT 4111*

ACCT 6122 – Tax Accounting II 313-01

The study of the income tax law regarding the alternative minimum tax, property transactions, corporations, partnerships, estates and trusts, and the gift and estate tax. *Prerequisite: ACCT 4121.*

ACCT 6131 – Advanced Accounting I 313-01

This course is a study of financial accounting and reporting related to partnerships, branches, segmental and interim reporting. *Prerequisite: ACCT 3103*

ACCT 6132 – Advanced Accounting II 313-01

Financial accounting and reporting related to business combinations and consolidations and for foreign operations. *Prerequisite ACCT 3103*

ACCT 6141 – Municipal Accounting 313-01

Fund theory, generally accepted accounting principles, and accounting practice and reporting for state and local governments. *Prerequisite ACCT 2102*

ACCT 6142 – Not-For-Profit Accounting 313-01

This course covers fund theory, generally accepted accounting principles, and accounting practice and reporting for hospitals, colleges and universities, and other not-for-profit entities. *Prerequisite: ACCT 6141*

**BUSA 6100 – Independent Study in Business Administration 3(3-0)**

Special research projects undertaken by MBA students under the direction of MBA graduate faculty. Students are required to conduct independent research and write scholarly papers.

BUSA 6105 – International Business 3(3-0)

Introduction to international business and the multinational corporation. Topics include development of international business, the institutional and economic environment of global business, legal and socioeconomic factors affecting multinational corporations, and the planning and operation of international business.

BUSA 6205 – Business Research Methods 3(3-0)

An evaluation of research methodologies used in business, types of research, research design, and application of research results. Includes hands-on application of research methodology.

ECON 6105 – Macroeconomics for Managers 3(3-0)

Focuses on formal modeling of macroeconomics activity. Special attention is given to the short-term and long-term effects of monetary and fiscal policies on national output, economic growth, inflation, interest rates, business capital expenditures, exchange rates, and international trade.

ECON 6107 – Managerial Economics 3(3-0)

Employs microeconomic theory and analysis to enhance managerial decision-making. Microeconomic concepts of supply and demand, production, cost and market structure are used to develop an analysis of the overall economic environment in which the firm operates.

ECON 6108 – International Trade and Finance 3(3-0)

Theory of the international exchange of goods and services. Emphasis on current problems and policy.

ECON 6145 – Banking and Foreign Exchange 3(3-0)

The nature of money standards, Federal Reserve System, theory of money, credit and banking.

FINC 6101 – Financial Management 3(3-0)

This course provides an introduction to the fundamental concepts of the finance function with emphasis on the decision-making techniques relevant to financial and nonfinancial managers. Topics include valuation, risk and return analysis, cost of capital, financial analysis and planning, and working capital management. *Prerequisite: FINC 3105*

FINC 6102 – Cases in Financial Management 3(3-0)

An in-depth study of the techniques of financial analysis in solving case problems. Emphasis on blending the theoretical and practical aspects of finance as applied to corporations. *Prerequisite: FINC 6101*

FINC 6103 – Investment Analysis 3(3-0)

A survey of the investment field in theory and practice from the point of view of individuals and institutional investors. Includes the study of security analysis and portfolio management.

FINC 6104 – Capital Markets and the Global Economy 3(3-0)

This course will provide an in-depth study of capital markets in instruments, structure, and equilibrium and familiarize the students as managers with a changing international scene. The use of foreign exchange markets, interest rate, risk, arbitrage, spot and forward rates, swaps and their applicability to hedging will be introduced. *Prerequisites: ACCT 2102 and ECON 3145*

FINC 6105 – Management of Financial Intermediaries 3(3-0)

This is an in-depth study of the different types of financial intermediaries. Students will gain insights into the importance of the dual role played by these institutions, learn the procedures and operations in which they participate, and be able to identify the characteristics of the financial assets intermediaries manage in their portfolios. *Prerequisite: FINC 3105*


FINC 6106 – Speculative Markets and Financial Engineering..... 3(3-0)

This is an in-depth study of the different types of speculative securities, mainly options and futures. Emphasis will be placed on the theoretical foundations of modern contingent claims analysis, the necessary institution details, and the significant role of financial engineering. *Prerequisite: FINC 6103*

MGMT 6105 – The Legal Environment of Business 3(3-0)

Develops an understanding of the interrelationships of law and society and an awareness of the need to recognize the conflicting rights and duties which lead to the formation of law, together with the impact such law has on the business community.

MGMT 6106 – Decision Science 3(3-0)

This course introduces the students to the major quantitative techniques used in management decision making. Topics include deterministic and probability models, decision theory, game theory, linear programming, simulation, dynamic programming and advanced applications of statistics. Computer applications are emphasized.

MGMT 6107 – Operations Management 3(3-0)

An introduction to the concepts, principles, problems and practice of operations management. Emphasis on managerial processes for achieving effective operations strategy in both goods-producing and service-rendering organizations. Topics include operations strategy formulation, operating technology, quality management, capacity planning, forecasting, production planning, inventory control and project management.

MGMT 6110 – Organizational Behavior and Effectiveness 3(3-0)

This course enhances understanding of all aspects of behavior in organizational settings through the systematic study of individual, group and organizational processes. The approach is experiential and focuses on organization development, leadership, and teamwork. The goal of the course is to gain competencies to improve organizational effectiveness and enhance competitive advantage.

MGMT 6125 – Human Resources Management 3(3-0)

Explores the process of forecasting and identifying resources in the labor market, determining staffing needs, developing budgets and employment plans. Includes the creation of job specifications, recruitment programs, and interviewing and selection techniques. Emphasis on program evaluation and legal considerations, equal employment opportunity, performance appraisal, compensation management, training and development. Includes discussion of contemporary issues in the field.

MGMT 6127 – Small Business Management and Innovations 3(3-0)

Involves the student under faculty supervision in current, real-life small business problem-solving situations. Actual cases embrace marketing, finance, accounting and management decisions.

MGMT 6199 – Business Policy and Strategic Management 3(3-0)

This course can be taken only after completion of at least 27 hours of MBA courses. The purpose of the course is to give the student an opportunity to develop and appreciate skills and perspectives, capabilities needed by higher-level leaders and managers in all types of organizations. Emphasis is given to the integration of subject matter from all business courses and other disciplines in formulating, implementing and evaluating cross-functional decisions that enable the organization to achieve its goals and objectives. Comprehensive analysis of organizations in a wide variety of situations is conducted. This is the capstone MBA course.

MGMT 6205 – Management Information Systems 3(3-0)

An overview course designed to introduce students to the area of information systems. It emphasizes concepts, components, and structures of information systems and their applications in business and managerial decision making. The topics include information systems software and hardware, telecommunications, database management, decision support, expert systems, and management of information technologies. Optional topics may include client/server computing and Internet and Intranet development.

MGMT 6206 – Data Management Systems 3(3-0)

This is an introductory course to database management and its system implementation techniques. It covers the structure of database management systems, database design, entity-relationship modeling, normal forms, relational database theory, the structural query language (SQL), and database system development and management using an industrial leading database system such as ORACLE. Optional topics may include object-oriented databases, distributed databases, database programming, and advanced database management issues. *Prerequisite: MGMT 6205*



MGMT 6207 – Systems Analysis and Design 3(3-0)

This course covers all the major phases of a complete systems development life cycle (SDLC), business modeling techniques such as entity-relationship diagramming, data flow diagramming, and the use of Integrated Computer-Aided Software Engineering (I-CASE) tools to support systems development. Optional topics may include forms and reports development using rapid application development (RAD) tools, client/server development, and web based systems deployment. *Prerequisite: MGMT 4206*

MKTG 6150 – Marketing Management 3(3-0)

A comprehensive study of marketing practices, theory and decision making in all types of organizations and enterprises. The case method and various other methods are emphasized; a managerial perspective is utilized. *Prerequisite: MKTG 3120*

MKTG 6170 – Marketing of Services 3(3-0)

Designed to high light the difference between product marketing and the marketing of services and to provide students who are interested in pursuing careers in the service sector of the economy with a more in-depth coverage of the services area than is presently available in the traditional product marketing courses. *Prerequisite: MKTG 3120*

MASTER OF SCIENCE IN CRIMINAL JUSTICE

Introduction

The M.S. degree program in Criminal Justice offered by the Albany State University Criminal Justice Institute is designed to prepare students for professional careers within the criminal justice system. Theoretical, methodological and philosophical understanding of the criminal justice system is stressed during the matriculation process. As a result, students are well prepared for careers in criminal justice. Those seeking advanced graduate education beyond the Master's degree level will be able to compete successfully with graduates from other schools and disciplines. The Master of Science in Criminal Justice program requires a minimum of 36 hours of classroom study and thesis research. In addition, all students must successfully complete a comprehensive examination on core, statistics/methodology and a chosen specialty area.

Philosophy

The philosophy and objectives embraced by the Institute are to educate students in such a way as to channel their talents and capabilities toward the enrichment of the community, state, and the nation. Embracing this idea, the Institute strives toward the broad based development of the individual to meet the technological and legal complexities of a modern democratic society.

Objectives

1. To prepare students for professional careers within the criminal justice system;
2. To provide students with an understanding of the theoretical and philosophical principles of law enforcement and punishment;
3. To provide students with knowledge of the methods, application and implications of criminal justice research; and
4. To provide students with the necessary skills for the efficient and effective management of criminal justice organizations and agencies.

Facility

The Criminal Justice Institute is housed in Catherine Hartnett Hall, a three-story building with a mock court facility and forensic science laboratories. Hartnett Hall is located on the lower southwest campus in the historic area.

Admission Requirements

All applicants must meet the general requirements for admission to the Graduate School which include completion of a baccalaureate degree from an accredited college or university and submission of official copies of transcripts forwarded from degree-granting institutions with a cumulative grade point average of 2.5 out of the 4.0 quality points for all courses taken in the last degree program. Applicants whose undergraduate degree was not in criminal justice may be required to complete six semester hours in undergraduate criminal justice courses. Three semester hours must be completed in research or statistics, and three hours in criminology or social theory.



Students seeking admission to the Master of Criminal Justice program must submit the results of the Graduate Record Exam (GRE) and two letters of recommendation. A GRE score of 700 is required for provisional admission and 800 for regular admission. Applicants who do not meet fully the requirements for regular admission because of grade point average or standardized test score may be considered for provisional admission. Upon completion of the first nine semester hours of study with a grade of "B" or better, the provisional student is granted full admission to the Master of Science in Criminal Justice program. Otherwise, the student's enrollment is terminated.

Program of Study/Curriculum

Each student must complete 18 semester hours of core curriculum requirements:

<i>Core Courses</i>	<i>Hours</i>
CRJU 5100 Foundations of Criminal Justice	3
CRJU 5200 Fundamentals of Law	3
CRJU 5300 Philosophy of Criminal Justice	3
CRJU 5400 Organization and Administration in Criminal Justice	3
CRJU 5600 Research Methodology in Criminal Justice	3
CRJU 5610 Research Statistics in Criminal Justice	3
Total	18

Specialty Areas

In addition to core courses, students must complete nine semester hours in one of the two specialty areas: law enforcement or corrections. Course work that is six years or older cannot be applied to the Master of Science in Criminal Justice.

Law Enforcement Specialty

A concentration in law enforcement will enable students to comprehend the organizational workings of police agencies, how various theories of motivation are translated into these agencies, and how the organization interfaces with other units of the criminal justice system. An emphasis on leadership, planning and the broader management function is the hallmark of this concentration.

Law Enforcement Courses

<i>Courses</i>	<i>Hours</i>
CRJU 6100 Policing in a Democratic Society	3
CRJU 6110 The Social Service Role of Criminal Justice Personnel	3
CRJU 6120 Law Enforcement Operations	3
CRJU 6200 Management Science	3
CRJU 6210 Law Enforcement Planning	3
Total hours in any combination	9

Corrections Specialty

The correctional emphasis focuses on the philosophical purpose and meaning of corrections to the system and community-based treatment programs. The underlying thrust of this concentration is to impart theoretical and applied knowledge on the organizational, legal, and social aspects of contemporary correctional agencies. Specialization in corrections will prepare students for careers as parole officers, corrections supervisors, prison administrators, and effective case workers in community-based treatment programs.



Corrections Courses Hours

<i>Courses</i>	<i>Hours</i>
CRJU 6400 Foundations of Corrections	3
CRJU 6410 Administration of Psychological Tests	3
CRJU 6420 Interviewing and Counseling	3
CRJU 6430 Rehabilitation and Treatment	3
CRJU 6440 Management of Correctional Institutions	3
Total hours in any combination	9

Thesis

After passing a comprehensive examination, students must complete a thesis to complete the degree requirements.

<i>Thesis Credit</i>	<i>Hours</i>
CRJU 7001 Thesis Seminar	3
CRJU 7002 Thesis	3
Total	6

Students should continue to enroll in CRJU 7002 until the thesis research has been approved by their committee.

Graduation Requirements

Core Courses	18 hrs
Courses in Concentration	9 hrs
Criminal Justice electives	3 hrs
Thesis	6 hrs
Total Required Hours	36

Transfer of Credit

Transfer students from other accredited graduate programs may not apply more than 6 hours of criminal justice course work toward the Master of Science degree, provided such credits were taken at the graduate level and were completed with a minimum grade point average of 3.0. The maximum number of credits that are transferable will apply only toward elective or specialty courses offered by the Institute. Transfer credits may not be used to satisfy the core requirements.

Transient Students

Transient enrollment status is provided to those persons currently enrolled in a graduate degree program at another institution and who are interested in enrolling for only one semester in the Institute. These students must meet the general entrance requirements of the Institute and University. Furthermore, these students must have a 3.0 average in all graduate work undertaken at other institutions before they will be accepted in the transient status.

Financial Assistance

Acceptance into the graduate program does not presume that financial assistance will be awarded. The Institute of Criminal Justice has teaching/research assistantships that are awarded on a competitive basis. In addition, there are several sources of financial assistance within the University that students should seek. Students seeking financial assistance should file their completed applications with the Office of Financial Aid, the Graduate School, and the Criminal Justice Department.

For Additional Information, contact:

Charles O. Ochie, Sr., Ph.D.
 Graduate Program Coordinator
 Department of Criminal Justice
 Albany State University
 504 College Drive, Albany, Georgia 31705
 Phone: (912) 430-7968 • Fax (912) 430-1676
 E-mail: cochie@asurams.edu



THE FACULTY

- Richard H. Anson, Ph.D.**, Iowa State University, Chairperson. *Specialties: Criminology and Research*
- Samarendra Basu, Ph.D.**, University of Calcutta, India, Forensic Science Program Coordinator. *Specialties: Forensic Science and Police Investigation*
- Charles O. Ochie, Sr., Ph.D.**, Oklahoma State University, Graduate Coordinator. *Specialties: Criminology, Social Deviance and Corrections*
- Abiodun A. Ojo, Ph.D.**, University of British Columbia, Analytical Chemist. *Specialties: Forensic Chemistry, and Evaluation Research*
- Thomas J. Perry, Ph.D.**, Walden University. *Specialties: Law Enforcement and Police Administration*
- George Thomas, Ph.D.**, University of Delaware, Research and Grants Coordinator. *Specialties: Methods, Statistics and Evaluation Research*
- Glenn Zuern, Ph.D.**, Indiana University of Pennsylvania, Coordinator of In-Service Programs. *Specialties: Methods, Alcohol and Crime*

COURSE DESCRIPTIONS

- CRJU 5100 – Foundations of Criminal Justice** **3(3-0)**
 A survey of the total criminal justice system, including crime causation, police, courts, corrections and juvenile delinquency.
- CRJU 5200 – Fundamentals of Law** **3(3-0)**
 A study of substantive constitutional law as it impacts police, prosecution, corrections and the juvenile justice system.
- CRJU 5300 – Philosophy of Criminal Justice** **3(3-0)**
 A philosophical examination of the ethical aspects of criminal justice: the nature of law and punishment, the conflict between due process and crime control models of the criminal justice system.
- CRJU 5400 – Organization and Administration in Criminal Justice** **3(3-0)**
 A study of theories of bureaucracy, the exercise of power and the functional relations between police, courts and corrections.
- CRJU 5600 – Research Methodology in Criminal Justice** **3(3-0)**
 A study of theory construction, hypothesis development, operationalization and modes of data collection.
- CRJU 5610 – Research Statistics in Criminal Justice** **3(3-0)**
 An examination of parametric and non-parametric statistical methods, inferential statistics, tests of significance and hypothesis testing. Prerequisite: CRJU 5600
- CRJU 6100 – Policing in a Democratic Society** **3(3-0)**
 A study of the conflict between individual liberty and social control agencies, public acceptance of the order maintenance function of police, the pros and cons of present limitations on police authority.
- CRJU 6110 – The Social Service Role of Criminal Justice Personnel** **3(3-0)**
 A study of the officer's role in the field of social service to the community. Topics covered are human relations, social dynamics and crisis management. Police responsibilities to the elderly, juveniles and the mentally disturbed are stressed.
- CRJU 6120 – Law Enforcement Operations** **3(3-0)**
 An examination of law enforcement responsibilities and the allocation of resources to meet the role. Topics covered include managing criminal investigations, patrol operations, crime prevention, mass media relations and criminal court procedures.
- CRJU 6200 – Management Science** **3(3-0)**
 A study of policy implementation procedures in criminal justice and management strategies, including decision-making, communication, personnel and budgetary processes.



CRJU 6210 – Law Enforcement Planning 3(3-0)

A study of the history, function and techniques of comprehensive planning in the criminal justice system, including the role of agency planners.

CRJU 6400 – Foundations of Corrections 3(3-0)

A survey of the history of punishment, prisons and penology in America. The social, intellectual and institutional environment in which corrections evolved is discussed. Analysis of the punishment experience as seen by prison officials and offenders.

CRJU 6410 – Administration of Psychological Tests 3(3-0)

Supervised training in the administration, scoring and interpretation of tests of intelligence, aptitude, interest and personality. Prerequisite: CRJU 5600, 5610.

CRJU 6420 – Interviewing and Counseling 3(3-0)

An examination of the purpose and principles of effective interviewing. Analysis of individual problems and process of problem solving with criminal justice clients. Emphasis placed on learning experiences to help unmotivated, involuntary clients.

CRJU 6430 – Rehabilitation and Treatment 3(3-0)

Development of frame of reference for rational treatment of offenders through description, examination and practice of treatment methods. Analysis of methods employed by correctional institutions to prepare inmates for reintegration into their environment upon release.

CRJU 6440 – Management of Correctional Institutions 3(3-0)

An analysis of the organization and management of various types of correctional facilities. Focus on personnel selection and training, legal and administrative requirements, security, maintenance, program implementation and staffing.

CRJU 6700 – Advanced Criminology 3(3-0)

An intensive study and critical analysis of criminological theories and their contribution to the discipline of criminal justice.

CRJU 6710 – Comparative Criminal Justice Systems 3(3-0)

The analysis of international criminal justice systems. Emphasis on legal foundations, current structures and strategies of crime prevention and control.

CRJU 6720 – Typologies of Crime and Criminal Behavior 3(3-0)

The relationship between situational, psychological and sociological correlates of crime. Attention will be directed at how these correlates explain individual offenses including the felonies listed in the FBI Uniform Crime Reports and other types of offenses.

CRJU 6730 – Advanced Research Design 3(3-0)

A study of the principles of quantitative and qualitative research methodologies utilized in criminal justice. Prerequisite: CRJU 5600, 5610

CRJU 6740 – Applied Research Methods 3(3-0)

Independent research performed by students in the real world. The purpose of the course is to apply principles, theories and procedures to an actual research problem. Prerequisite: CRJU 5600, 5610

CRJU 6850 – Graduate Seminars 1 to 6 semester hours

A critical and analytical study of a contemporary issue or controversy in criminal justice.

CRJU 6900 – Internship 3 to 6 semester hours

Supervised work experience in local, state or national organizations. Written objectives and modes of evaluation shall be approved by the faculty supervisor and the departmental chairperson prior to the beginning of the semester. Open only to graduate students who have completed considerable work in the degree program, who are in good academic standing and who have demonstrated the ability to profit from professional practice experience.


CRJU 7001 – Thesis Seminar 3(3-0)

The purpose of the thesis is to apply theories and techniques to relevant questions in the discipline of criminal justice. Students should pose the research question in the context of the police, the courts or corrections. The thesis topic must be approved and evaluated by the advisor. Prerequisite: Completion of specialty courses and successful completion of comprehensive examination.

CRJU 7002 – Thesis 3(3-0)

This course includes the analysis of data collected from appropriate research designs including computer analysis and appropriate statistical tests of significance, or a review of literature and theories or concepts that lend themselves to a thesis topic. Prerequisite: All core courses, specialty courses and successful completion of comprehensive examination.

MASTER OF PUBLIC ADMINISTRATION

Introduction

The Master of Public Administration (MPA) degree program is a graduate professional degree program offered by the Department of History, Political Science & Public Administration that helps students prepare for 21st century careers in public service. The program requires a total of 36 semester hours, with a minimum of 19 hours of Public Administration Core courses. There are eight 9-hour concentrations; Criminal Justice Administration, Fiscal Management, Public Policy, General Management, Human Resources Management, Water Resources Management & Policy, Community and Economic Development and Health Administration and Policy. The goal is to provide quality education that trains people to work in government and nonprofit management at the community, state and federal levels.

The program also conducts research and renders technical assistance to community groups and agencies as a means of providing a vital link between the institution, the program and the community.

Mission

The mission of the Public Administration degree program supports the general mission of the University that places "students first." More specifically, with the MPA program, students are first among the relevant constituencies served by the University. The needs and expectations of students provide the impetus for the following training and service goals for the program.

- Provide master's level public service education for students aspiring to management positions in government, nonprofit organizations and other organizations serving the public interest, particularly those organizations serving members of underrepresented groups.
- Enhance professional knowledge and skills of public officials who seek higher positions and greater challenges in the ever-changing domain of public service.
- Provide professional assistance to the public, governments, and nonprofit organizations in Southwest Georgia, Dougherty County and the surrounding communities through the public service of faculty and students.
- Advance the state of knowledge on issues pertaining to African Americans, general public and interdependent world communities through scholarly productivity, publication, research and active participation in professional conferences.

Accreditation

The MPA degree program is established and structured according to the National Association of Schools of Public Affairs and Administration (NASPAA) guidelines. The Albany State University MPA program is a member of this organization and its coordinator serves as the institutional representative. In addition the program is a part of the general institutional accreditation given to the Albany State University by the Southern Association of Colleges and Schools (SACS).

Off-Campus Programs

The MPA degree program stands ready to provide course offerings wherever there is a need and our faculty can meet that need and still keep the integrity of the program. The program regularly offers at least one course per term at the Marine Corps Logistic Base (MCLB) in Albany and is prepared to expand in accordance with enrollment demand.



Admission Requirements

An applicant for the Masters of Public Administration degree must meet the requirements for admission to the Albany State University Graduate School. Listed below are those requirements.

1. A Baccalaureate Degree from an accredited college or university.
2. A minimum 2.5 cumulative grade point average (on a 4.0 point scale) for course work completed at the undergraduate level is required for regular admission. A cumulative grade point average of 2.2 is required for provisional admission.
3. A satisfactory score on either the Graduate Record Examination, the Graduate Management Admission Test or the Miller Analogies Test. For regular admission a combined score of 800 on the verbal and quantitative sections of the Graduate Record Examination (GRE), a score of 44 on the Miller Analogies Test (MAT), or 450 on the Graduate Management Admissions Test (GMAT) is required. For provisional admission a combined score of 700 on the verbal and quantitative sections of the GRE, 27 on the MAT or 360 on the GMAT is required.
4. Two official transcripts sent from all colleges and universities attended.
5. Two current letters of recommendation from individuals familiar with the applicant's ability to successfully complete the graduate program.
6. Submission of a completed graduate admission application with a \$20 processing fee.
7. International Students must take the TOEFL and meet other criteria established by the Georgia Board of Regents of the University System of Georgia.

All documents, including test scores, must be received in the Graduate Admissions Office at least 45 days prior to the desired semester of enrollment. Prospective applicants should contact the graduate recruitment and admissions officer in the Graduate School for more information.

Undergraduate Prerequisites

Applicants for the MPA program are expected to have six background courses (or their equivalent) in economics, statistics and research, law, american government and computer literacy as follows:

- 3 hrs - Economics-related courses
- 3 hrs - Courses in statistical methods for social or behavioral sciences
- 3 hrs - Law-related courses
- 6 hrs - American government and politics-related courses
- 2-3 hrs - Basic computer literacy and word processing

Students who are deficient in these MPA prerequisites are expected to enroll as either non-degree or provisional students while they make up their deficiencies. They will not be allowed to take regular graduate coursework until all prerequisites have been met.

The Curriculum

The requirements for the Master of Public Administration degree are:

1. A minimum of 36 semester hours of graduate course work, at least 19 semester hours of which shall be taken in residence at Albany State University.
2. A minimum cumulative grade point average of 3.0 in courses distributed as follows:

Core Courses	19 hrs.
Courses in Concentration	9 hrs.
Internship or Directed Study	3 hrs.
Action Report (Mini-Thesis)	2 hrs.
PADM 6011 Computer Applications in Public Administration	2 hrs.
PADM 6800 (Professional Development)	1 hr.

Additional course work may be required for admission into the program for students who have had no background courses in economics, statistics/research, law, american government and computer literacy/word processing.



A. The Public Administration Core Courses

The Public Administration Core consists of eight courses (19 semester hours) as follows:

PADM 5011	Public Administration Scope and Development	2 hrs.
PADM 5102	Organizational Behavior or	3 hrs.
PADM 5841	Health Care Delivery Organizations	3 hrs.
PADM 5211	The Legal and Ethical Environments of Public Administration	1 hr.
PADM 5261	Public Personnel Administration	3 hrs.
PADM 5301	Public Budgeting or	3 hrs.
PADM 5321	Foundations of Health Care Finance	3 hrs.
PADM 5781	Introduction to Public Policy	3 hrs.
PADM 6101	Research Design in Public Administration	2 hrs.
PADM 6112	Quantitative Analysis in Public Administration	2 hrs.

B. Other Required Courses

PADM 6011	Computer Applications for Public Administration	2 hrs.
PADM 6700	Internship (Pre-Service Students) or	3 hrs.
PADM 6511	Directed Independent Policy Studies I or	3 hrs.
PADM 6522	Directed Independent Policy Studies (In-Service Students)	3 hrs.
PADM 6800	Professional Development and	1 hr.
PADM 6900	Action Report (Mini-Thesis)	2 hrs.

C. Areas of Concentration

The MPA program offers the student an opportunity to specialize in a specific area of interest in Public Administration. A specialization serves to sharpen the student's research and analytical skills. The ASU program currently offers eight areas of concentration: (1) Fiscal Administration; (2) General Management; (3) Human Resources Management; (4) Public Policy; (5) Health Administration and Policy; (6) Community and Economic Development; (7) Criminal Justice Administration; and (8) Water Resources Management and Policy. These concentrations are described briefly below:

Fiscal Administration

The focus of this specialization is on the concepts and techniques of financial administration. Normative financial decision techniques are developed within a theoretical framework unique to federal, state and local government spending units. Budgetary and accounting techniques for public and not-for-profit agencies are also analyzed. Typically, a student in this concentration would select nine hours of course work from the following:

PADM 5312	Public Budgeting Theory and Practice
PADM 5350	Non-Profits and Public Agency Accounting and Control Techniques
PADM 5630	State and Local Finance in the United States
PADM 5640	Financial Management Decisions in the Public Sector
PADM 5823	Public Program Evaluation
PADM 6483-	
6484	Seminar: Practicum in Public Budgeting I and II
PADM 6502	Computer Applications and Management Information Systems in the Public Sector

General Management

This concentration involves a study of management and supervision procedures used by organizations to motivate and maintain the internal labor force. Topics for discussion include: wage and salary administration; training and development; safety management; performance control and internal communication. A student wishing to specialize in this area will complete nine semester hours of course work. Course work requirements for this concentration are:

PADM 6202	Administrative Law
PADM 5823	Public Program Evaluation

and electives from the following:



- PADM 5090 The Presidency
- PADM 5200 American Political and Administrative Systems
- PADM 5421 Personnel Management I
- PADM 5432 Personnel Management II
- PADM 5450 Collective Bargaining and Labor Relations
- PADM 6650 Group Dynamics and Leadership

Human Resources Management

This specialization is structured for students seeking management careers in public organizations at all administrative levels. In-service students seeking career advancement benefit greatly from this specialization. Others who desire the acquisition of tomorrow's management skills are encouraged to enroll in this area. A student seeking specialization in this area will take 9 semester hours of coursework. Coursework requirements for this concentration area are:

- PADM 6202 Administrative Law
and two elective courses from the following:
- PADM 5421 Personnel Management I
- PADM 5432 Personnel Management II
- PADM 5450 Collective Bargaining and Labor Relations
- PADM 6212 Legal Aspects of Public Personnel Administration
- PADM 6600 Issues in Human Resources Management
- PADM 6650 Group Dynamics and Leadership

Public Policy

The Public Policy concentration calls for analysis of and the conduct of research on political, legal, economic, and social institutions and processes. This concentration provides an in-depth preparation for a student seeking a career at any level or unit of government. It has a research component for those interested in engaging in significant public policy research. This concentration requires nine hours of course work as follows:

- PADM 5823 Public Program Evaluation
and two additional electives chosen from the following:
- PADM 5090 The Presidency
- PADM 5802 Public Policy
- PADM 5810 Federalism/Intergovernmental Management and Regulation
- PADM 5831 Seminar on Community Planning
- PADM 5841 Health Care Delivery Organization
- PADM 5872 Presidential Policy Making
- PADM 6511 Directed Independent Policy Studies I
- PADM 6522 Directed Independent Policy Studies II

Health Administration and Policy

This specialization is designed for students seeking management careers in the health field. In-service students seeking career advancement also benefit greatly from this specialization. In this era of shifting emphasis where health and related issues dominate public policy debates and discussions, students who desire the acquisitions of tomorrow's management and policy-making tools in the health field are strongly encouraged to enroll in this area. A student desiring to specialize in this area must select 9 hours of course work from the following:

- PADM 5852 Health Care Delivery for Specialized Groups
- PADM 6222 Legal Issues in Health Care Policy
- PADM 5791 Health Policy and Politics
- PADM 6452 Financial Management of Health Organizations
It is also suggested that students in this concentration take these courses in the core:
- PADM 5381 Introduction to Health Care Administration and Policy - 3 hrs
- PADM 5841 Health Care Delivery Organizations - 3 hrs
- PADM 5321 Foundations of Health Care Finance - 3 hrs



Community and Economic Development

This specialization is designed for persons pursuing careers in the field of community and economic development. Pre-service students will benefit greatly from the internships available in this area for students to get hands-on experiences while they learn. A student desiring to specialize in this area will take nine (9) semester hours of course work in the concentration as follows:

- PADM 5350** Non-Profit and Public Agency Accounting and Control Techniques
- PADM 5630** State and Local Finance in the United States
- PADM 5831** Seminar on Community Planning

In addition to the nine semester hours of course work in this concentration, the student is required to take 19 semester hours in core courses and eight semester hours above the core.

Criminal Justice Administration

This concentration represents an interdisciplinary collaboration between the Departments of Criminal Justice and History, Political Science and Public Administration. It is expected to provide additional career options for students in both programs. A student wishing to specialize in this area will complete nine semester hours of course work. Course work requirements for this concentration are:

- CRJU 5100** Foundations of Criminal Justice - 3 hrs
 - CRJU 5300** Philosophy of Criminal Justice - 3 hrs
- and 3 additional hour elective selected from the following:
- CRJU 6400** Foundation of Corrections
 - CRJU 6110** The Social Science Role of Criminal Justice Personnel
 - CRJU 6210** Law Enforcement Planning
 - CRJU 6430** Rehabilitation and Treatment

Water Resources Management and Policy

The Water Resources Management and Policy concentration represents a collaboration between the College of Business, MBA program and the Department of History, Political Science and Public Administration, MPA program. This concentration is expected to prepare students for professional work in water resources or in public or private organizations that are concerned with efficient, effective and environmental conscious utilization of water resources. A student wishing to concentrate in this area will complete twelve (12) semester hours of course work. Course work requirements for this concentration are:

- WRMP 6400** Hydrological and Irrigation Foundation - 3 hrs
 - WRMP 6405** Environmental and Natural Resources Policy - 3 hrs
 - WRMP 6410** Water Resources Planning and Management - 3 hrs
 - WRMP 6415** Water Law and Legislation - 3 hours
- an additional non-credit field work will also be completed through participation in:
- WRMP 6420** Water Resources and Policy Field Study
 - WRMP 6421** Water Resources and Policy Professional Project

A certificate in Water Resources Management and Policy is planned for students who have already completed a graduate degree. The certificate will be issued through the Albany State University continuing education program. Courses taken toward a certificate cannot be subsequently used toward a degree. Inquiries about the certificate program may be made to the Graduate School.

Other Program Requirements

Admission to Candidacy - Students enrolling in the MPA courses who intend to pursue the MPA degree must file for, and be admitted into candidacy upon completion of 17 semester hours. Only 9 semester hours of graduate course work in which the student earned B or better in non-degree status and/or 9 graduate semester hours of course work taken in provisional status may be counted toward candidacy for the degree.

The MPA Comprehensive Examination - All MPA students must take a comprehensive exam covering the 18 hours of core courses and must make at least an 80 (B) on the exam. The comprehensive examination will be administered by the Department. Students are expected to apply to take the comprehensive examination during the semester before they wish to take it. A student may take the comprehensive once per semester and a maximum of three times. Failure on the third attempt results in termination from the program.

Internship/Directed Study (3 Semester Hours) - This is an individually designed course involving field experience and work in a government or nonprofit public service agency. It is designed to give pre-service students work experience in a substantive area of



public service. In-service students already employed in public service agencies may meet this obligation by taking either PADM 6511 or PADM 6522 Directed Independent Studies which concentrates on a work-related problem.

MPA Professional Portfolio - Each student is expected to complete a professional portfolio. The professional MPA portfolio consists of materials representative of one's work, accomplishments, demonstrations of abilities and skills in the following six professional development areas, which are important to public service.

1. Academic performance and course integration
2. Leadership skills
3. Application--the ability to apply knowledge to the professional field
4. Ethics and professional standards
5. Public service
6. Professional growth and continuing education

The portfolio will be planned and reviewed through the following courses:

PADM 5011 Public Administration Scope and Development

PADM 6800 Professional Development

Action Report/Mini-Thesis - Students are expected to complete and orally defend an Action Report (Mini-Thesis) with a grade of not less than "B". This requirement will be completed in connection with enrollment in the course PADM 6900 Action Report (Mini-Thesis). The student must complete the course PADM 6101 - Research Design in Public Administration and earn a grade of "B" or better before proceeding to complete the Action Report. While preparing the Action Report, the student works closely with an advisor who insures that the student submits a paper that is deemed ready for oral defense to the faculty committee at least two weeks before the date of actual oral defense. If the student does not complete all course requirements, including oral defense, during the semester of enrollment, the student will receive a grade of "IP" (in progress). Student will register for the course until all the course requirements are completed. A student doing research in a specialized area may invite public administrators or faculty outside the department to join the MPA faculty committee during the oral defense with the approval of the MPA major advisor.

The Department expects that the student will make any requested corrections to the Action Report after the defense. Final copies of the Action Report incorporating faculty suggestions must be approved by the MPA Program Coordinator. Eight bound copies are to be submitted to the MPA office for distribution on campus before final clearance for graduation will be given by the Graduate School. The final document remains the property of Albany State University and the MPA program. A student wishing to use or share materials from the Action Report must seek prior permission from the MPA Program Coordinator. All requirements and deadlines for completing the graduation process, including submission of the paper, are the responsibility of the student.

THE MPA FACULTY

Hyacinth Ezeamii is an Assistant Professor of Public Administration. He holds a B.S. in Accounting from Shaw University, an MPA degree in Public Financial Management from North Carolina State University, and an Ed.D. in Higher Educational Policy and Administration from North Carolina State University.

Specialization: Public Finance and Budgeting, Public and Higher Educational Policy, Health Care Policy and Finance, Politics of Higher Education, Comparative Public Administration, Comparative Higher Education, and American Post-secondary Accreditation.

Lois B. Hollis holds the B.A. Degree in Social Science from Clark College and the M.A. and Ph.D. in Political Science from Atlanta University. She is a Professor of Political Science, Coordinator of the MPA Program and Coordinator of the Social Science Computer Laboratory and Resource Room.

Specialization: American Government with emphasis on Political Socialization, Public Administration, Urban Politics, African Politics, Computer Applications and Research Methodology.

Michael E. Orok holds a B.A. in Political Science from Central State University (Ohio), an M.A. in Public Administration from Central Michigan University, and a Ph.D. in Political Science from Atlanta University. He is an Associate Professor of Public Administration and Chair of the Department of History, Political Science and Public Administration.

Specialization: Organizational Theory, Public Budgeting and Finance, Human Resources Management, Public Policy, Ethics, Theory and Methodology, Comparative Government, International Relations and Organizational and Administrative Behavior.



Teresa Merriweather-Orok holds a B.A. in Communications and Speech from Lane College, an MPA degree from Atlanta University, an M.S. in Urban Studies from Georgia State University and a Ph.D. in Public Administration from the Union Institute Graduate School. She is an Associate Professor of Public Administration and Director of Institutional Research and Planning, Institutional Advancement.

Specialization: Economic and Community Development, Urban Administration/Policy, Human Resources Management and General Administration

COURSE DESCRIPTIONS

PADM 5011 – Public Administration: Scope and Development of the Profession 2(2-0)

An overview of the scope of public administration as a field of study and as a profession.

PADM 5090 – The Presidency 3(3-0)

The course concentrates on the problems of presidential leadership, including the historical evolution of the office, contemporary power and relationships with other institutions and agencies of government.

PADM 5101 – Organization Behavior and Management in Public Agencies: Concepts and Theories. 3(3-0)

Survey of theories and concepts about organizational behavior and management.

PADM 5200 – American Political and Administrative Systems 3(3-0)

Overview of public administration in relation to legislative, executive and judicial processes.

PADM 5211 – Legal and Ethical Environments of Public Administration 1(1-0)

Examines law and ethics in society and their influence on public sector operations, applications in substantive areas of law; e.g., regulatory processes and administration, adjudicating, due process, and ombudsmen. The ethical interaction of government and citizens is emphasized.

PADM 5261 – Public Personnel Administration 3(3-0)

Public personnel principles and practices including selection, appointment, classification, compensation, tenure, promotion and the role of personnel officers in government will be analyzed.

PADM 5301 – Public Budgeting 3(3-0)

Surveys the role of government budgets in determination of policy in administrative integration and control of government operations, in intergovernmental relations and in relation to the private economy.

PADM 5312 – Public Budgeting Theory and Practice 3(3-0)

Practice and problems of modern fiscal management with emphasis on budgetary procedures and means of budgetary analysis will be examined.

PADM 5321 – Foundations of Health Care Finance 3(3-0)

This course explores the basics of health care finance. It treats topics of expenditures, revenue generation, fund raising, budgeting and financial planning in health care administration.

PADM 5350 – Non-Profits and Public Agency Accounting and Control Techniques 3(3-0)

Uses a case format to develop familiarity with accounting and control techniques used in public agency and non-profit agency accounting systems.

PADM 5381 – Introduction to Health Care Administration and Policy 3(3-0)

This course provides an introduction to health care policy and administration. The emphasis is upon the formulation of public policy regarding health care, especially at the national level, and how that policy is administered. Health Administration and Policy concentration requirement. MPA Elective.



- PADM 5421 – Personnel Management I** **3(3-0)**
Analyzes personnel management from perspectives of nature of careers in the field, its history, means through which individual differences and legal constraints influence practice, the various ways in which work is structured and evaluated, and techniques used to recruit and select employees.
- PADM 5432 – Personnel Management II** **3(3-0)**
A study of personnel techniques and procedures used by organizations to motivate and maintain the internal labor force. Topics covered include wage and salary administration, training and development, safety management, performance control and internal communication.
- PADM 5450 – Collective Bargaining and Labor Relations** **3(3-0)**
Focuses on the origins and perspectives of public unionism, key actors and processes in the collective bargaining relationship and process, problems associated with enforcement of public sector collective bargaining agreement, and problems raised by the political and civil rights of public employees.
- PADM 5630 – State and Local Finance in the United States** **3(3-0)**
The economics of existing state and local revenues and expenditures are analyzed and compared with alternatives.
- PADM 5640 – Financial Management Decisions in the Public Sector** **3(3-0)**
Financial planning, decision-making and control in government units comprise the major focus of this course. Normative financial decision techniques developed within a theoretical framework unique to federal, state and local government spending units are examined.
- PADM 5781 – Introduction to Public Policy** **3(3-0)**
Introduces students to a public policy approach to American Politics. The emphasis is on the nature and definition of public policy, the structure in which public policy is produced in the American Political System, and how various kinds of public policy are made.
- PADM 5791 – Health Policy and Politics** **3(3-0)**
This course deals with contemporary health care policies, programs and politics. The course discusses the current crisis in health care costs, with proposed solutions such as health planning, certificate of need regulation and different health insurance reimbursement mechanisms. Health Administration and Policy concentration requirement. MPA Elective
- PADM 5802 – Public Policy** **3(3-0)**
Focuses on the forces that shape the direction of public policy and mechanics through which public policy is formulated.
- PADM 5810 – Federalism/Intergovernmental Management and Regulation** **3(3-0)**
Emphasizes the issues and problems involved in the relationships among federal, state and local governments.
- PADM 5823 – Public Program Evaluation** **3(3-0)**
A study of basic methods used to evaluate programs and policies including an examination of the impact which selected policies have had on intended target populations.
- PADM 5831 – Seminar on Community Planning** **3(3-0)**
Surveys the principles and practices of public planning for the development and management of human, economic, and physical resources of communities. Reviews planning systems at various levels and their interrelationships.
- PADM 5841 – Health Care Delivery Organization** **3(3-0)**
Applies organization theory to health care delivery institutions (e.g., hospitals, health maintenance organizations, nursing homes). The objective is to provide the students with insight into their structure and dynamics as preparation for careers in administration or in influencing their behavior through public policy.


PADM 5852 – Health Care Delivery for Specialized Groups 3(3-0)

This course is designed to provide the student with an understanding of contemporary issues in health care delivery. Emphasis will be placed on the health needs of low income American families, the elderly, disabled, minorities, children and other medically underserved populations. Health Administration and Policy concentration requirement. MPA Elective.

PADM 5872 – Presidential Policy Making 3(3-0)

Focuses on the institutional mechanisms and processes of policy formulation at the presidential level.

PADM 5882 – Technology and Public Policy 3(3-0)

Investigates the reciprocal influences of government, sciences and technology.

PADM 6011 – Computer Applications for Public Administration 2(2-0)

Introduces students to computer software application packages and routines for management and analysis of data, applied statistics, and report writing in public and nonprofit sector organizations for more effective policy analysis, general management and/or decision-making.

PADM 6101 – Research Design in Public Administration 2(2-0)

Introduction to application of behavioral research design techniques for analysis of public administration problems.

PADM 6112 – Quantitative Analysis in Public Administration 2(2-0)

Continuation of PADM 6101 and stresses techniques for data analysis useful in public administration research

PADM 6202 – Administrative Law 3(3-0)

The legal aspects of the power and procedures of federal and state administrative agencies in the judicial review of administrative action.

PADM 6212 – Legal Aspects of Public Personnel Administration 3(3-0)

An in-depth study of court decision which impact public personnel administration and problems raised by the political and civil rights of public employees.

PADM 6222 – Legal Issues in Health Care Policy 3(3-0)

This course provides an in-depth understanding of the application and implication of law to health care administration. The emphasis is on the conduct of research into new legal decisions and statutes in order to understand how they shape the health care field. Health Administration and Policy concentration requirement. MPA Elective.

PADM 6452 – Financial Management of Health Organizations 3(3-0)

This course is designed to help students develop an understanding of health care financial management concepts and terms; an ability to discuss and explain contemporary financial management issues; an understanding of financial management techniques and their application; and a practical understanding of health care financial management processes. Health Administration and Policy concentration requirement. MPA Elective.

PADM 6483 – Seminar: Practicum in Public Budgeting I 3(3-0)
PADM 6484 – Seminar: Practicum in Public Budgeting II 3(3-0)

Uses a case and simulation format to study public budgeting in-depth. (Prerequisite: PADM 5312).

PADM 6502 – Computer Applications and Management Information Systems in the Public Sector 3(3-0)

Introduces students to tools for effectively using the computer to manage large amounts of data in public sector organizations.

PADM 6511 – Directed Independent Policy Studies 3(1-4)



PADM 6522 – Directed Independent Policy Studies 3(1-4)

Allows students to pursue specialized interests in policy studies. In-service students with at least 50 hours of documented administrative experiences may opt for one of these courses in lieu of PADM 6700.

PADM 6600 – Issues on Public Human Resources Management 3(3-0)

Treats selected issues in public human resources management such as scope of human resources, social role of specialized agencies, agency planning and budgeting cycles, and special problems of volunteer organizations.

PADM 6650 – Group Dynamics and Leadership 3(3-0)

Examines leadership skills necessary to maximize group effectiveness in public and volunteer organizations. Considerable use will be made of role playing and/or simulation exercises.

PADM 6700 – Internship 3(0-6)

An individually designed course involving field experience and work in a government or nonprofit public service agency. Designed to give pre-service students public administration work experience.

PADM 6710 – Grantsmanship for Public Administrators 3(3-0)

Offers instruction on the "how to" of grant writing and planning for grant writing in the public sector and nonprofits.

PADM 6711 – Computer Software for Oral Presentation of Research 2(2-0)

Offers instruction on special topics such as using software programs that facilitate effective oral presentations, research and use of the Internet. Prerequisite: PADM 6011 or consent of the instructor.

PADM 6720 – Contemporary Issues in Public Administration 3(3-0)

Treats current and recurring issues and problems in public administration at the local, state and federal levels in the United States. How public bureaucracies deal with such problems and issues as effective service delivery of public safety and defense, education, health care, transportation, environmental protection, disease control, welfare, and amelioration of poverty, international trade and relations and how service delivery is paid for will be treated. Prerequisite: 9 semester hours of public administration courses or consent of the instructor

PADM 6800 – Professional Development 1(1-0)

This is a culminating seminar course for public administration students during which they will complete their MPA portfolio and their academic career plan. Students are expected to present their portfolios for evaluation by the MPA Faculty.

PADM 6900 – Action Report (Mini-Thesis) 2(2-0)

An in-depth individualized study of a particular problem in contemporary public administration. To be completed, presented orally and defended during the last semester of enrollment in the MPA program as a requirement for graduation.

MANAGEMENT COURSES ACCEPTED AS SUBSTITUTIONS IN THE MPA PROGRAM

MGMT 6125 – Human Resource Management 3(3-0)

Explores the process of forecasting and identifying resources in the labor market, determining staffing needs, developing budgets and employment plans. Includes the creation of job specifications, recruitment programs and interviewing and selection techniques. Emphasis on program evaluation and legal considerations, equal employment opportunity, performance appraisal, compensation management, training and development. Accepted for PADM 5261 Public Personnel Administration.

MGMT 6110 – Organizational Behavior and Effectiveness 3(3-0)

This course enhances our understanding of all aspects of behavior in organizational settings through the systematic study of individual, group and organizational processes. The approach is experiential and focuses on organization changes, leadership and teamwork. The goal of the course is to gain competencies to improve organizational effectiveness. Accepted for PADM 5102 Organizational Behavior.



MASTER OF SCIENCE IN NURSING

Introduction

The graduate program in Nursing is built on the Bachelor of Science in Nursing degree. The program is designed to prepare students who are highly knowledgeable in advanced clinical nursing and whose education will enable them to make significant contributions to health care.

The purposes of the Master's program are to prepare students who are:

1. Advanced practice nurses: family nurse practitioners, clinical nurse specialists or nursing administrators.
2. Beginning researchers.
3. Highly knowledgeable individuals who are capable of influencing policy-making that impacts health care delivery.

Upon completion of the Master of Science in Nursing degree, the graduate will be able to:

1. Critically analyze health care data in order to promote optimal health care for clients.
2. Participate as a researcher and a consumer of research in advancing the practice of nursing.
3. Synthesize knowledge of nursing science and technology to enhance the practice of nursing.
4. Exhibit expertise in the chosen functional role: family nurse practitioner, clinical specialist or nurse administrator.
5. Engage in scholarly activities that promote professional nursing and improve health care.
6. Exhibit expertise in integrating knowledge of behavioral and natural sciences, humanities, and nursing science to support advanced nursing practice and role development.

Admission Requirements

To enter the program leading to the Master of Science in Nursing degree, the student must meet the requirements established by the Graduate School of Albany State University. The prospective student should contact the Dean of the Graduate School or the Coordinator of the Graduate Nursing Program well in advance of the planned entry date. In addition, the applicant should have the following:

1. A baccalaureate degree in nursing.
2. An undergraduate grade point average of 3.0.
3. A current RN license to practice in Georgia.
4. A personal interview with the Coordinator of the Graduate Nursing Program.
5. A Graduate Record Examination (GRE) score of 800 or better, or a Miller's Analogy Test (MAT) score of 44 or better.
6. Two letters of reference regarding professional accomplishments and academic potential.
7. Proof of current professional malpractice insurance.
8. Completed prerequisite undergraduate courses in statistics, pathophysiology, nursing research and health assessment.

Admission to the Graduate Nursing Program does not ensure admission to the Family Nurse Practitioner Program. The prospective FNP student should have at least one year of nursing experience and should send required items listed below to the Director of the FNP Program well in advance of the planned entry date.

1. Letter requesting admission to FNP Program.
2. A personal statement of approximately 300 words describing the student's professional goals.
3. A resume.

In addition, the FNP applicant must interview for admission to the FNP Program (to be arranged upon fulfillment of above requirements).

Regular Admission

For regular admission, the applicant must meet all admission requirements described above.



Provisional Admission

Applicants who do not fully meet the requirements for regular admission may be considered for provisional admission. The Graduate Nursing Admission Committee will evaluate each applicant on an individual basis. In some instances, the applicant may be required to fulfill prerequisites prior to consideration of this status. An applicant admitted to provisional status is limited to nine (9) semester hours and must make a "B" or better in each course attempted. An applicant who attains less than a 3.0 cumulative GPA will be withdrawn from the program. The applicant will be admitted to regular graduate status if he/she achieves a "B" or higher in each course taken in provisional status.

Non-degree Admission

This category is provided to accommodate the applicant who has the potential for graduate study, but at the time of the application does not intend to seek a graduate degree; or for the applicant who wishes to take a specific course for personal enrichment or job-related requirements. A student is admitted to this status at the option of the Department of Nursing on a space available basis. A student seeking regular graduate admission status is given preference when the number of applicants to be admitted is limited.

An Albany State University undergraduate nursing student with senior standing may register for graduate courses if the following conditions are met:

1. The student has a cumulative 3.0 grade point average.
2. The Vice-President for Academic Affairs approves the academic department's recommendation for the student to enroll in graduate courses.
3. The student limits his/her graduate enrollment to a total of nine semester hours of study. No more than six semester hours of graduate credits may be undertaken in a given semester.
4. During the semester in which graduate enrollment is allowed, the student's registration is limited to a total of nine semester hours (combined graduate and/or undergraduate hours.)

An undergraduate student from another institution may not be admitted to graduate nursing courses at Albany State University. Admission to non-degree status does not warrant or secure admission to the Graduate Nursing Program.

Planned Program of Study

Within the first nine semester hours of study, the student is required to complete a planned degree program of study with the advice and approval of the Coordinator of the Graduate Nursing Program. Copies of this planned degree program will be filed with the Graduate School, the Department of Nursing, and the Registrar's office.

Curriculum

The Family Nurse Practitioner curriculum consists of a minimum of 44 semester hours. The curriculum for the clinical nurse specialist and the nurse administrator areas of concentration consists of a minimum of 36 semester hours.

I. Family Nurse Practitioner:

Vulnerable Communities (minimum of 44 hours)

NURS 5100	Advanced Health Assessment	3 Hrs.
NURS 5110	Nursing Roles and Theory Development	3 Hrs.
NURS 5120	Advanced Nursing Research	3 Hrs.
NURS 5210	Advanced Physiopsychopathology	3 Hrs.
NURS 5220	Family Diversity in Vulnerable Communities	2 Hrs.
NURS 5410	Introduction to Family Primary Care	4 Hrs.
NURS 5421	Primary Care of Children	5 Hrs.
NURS 5910	Pharmacology in Advanced Nursing Practice	3 Hrs.
NURS 6101	Primary Care of Women	4 Hrs.
NURS 6211	Primary Care of Adults	5 Hrs.
NURS 6310	Primary Care Issues in Health Promotion of Communities	2 Hrs.
NURS 6820	Family Nurse Practitioner Practicum	4 Hrs.
NURS 6920	Thesis/Scholarly Project	3 Hrs.


Elective Options:

NURS 5422	Primary Care of Children Clinical	2 Hrs.
NURS 5510	Family Primary Care Clinical	2 Hrs.
NURS 6102	Primary Care of Women Clinical	2 Hrs.
NURS 6212	Primary Care of Adults Clinical	2 Hrs.

II. Clinical Nurse Specialist: Community Health, Parent-Child, Mental Health (minimum of 36 hours)

NURS 5110	Nursing Role and Theory Development	3 Hrs.
NURS 5120	Advanced Nursing Research	3 Hrs.
NURS 5210	Advanced Physiopsychopathology	3 Hrs.
NURS 5220	Family Diversity in Vulnerable Communities	2 Hrs.
NURS 5310	Family and Community Health	3 Hrs.
NURS 5610	Principles of Epidemiology in Advanced Practice	3 Hrs.
NURS 5621	Advanced Practice Nursing I	5 Hrs.
NURS 6110	Methods in Advanced Practice Nursing	3 Hrs.
NURS 6622	Advanced Practice Nursing II	5 Hrs.
NURS 6720	Advanced Practice Nursing Practicum	3 Hrs.
NURS 6920	Thesis/Scholarly Project	3 Hrs.

Elective Options:

NURS 6000	Directed Study	2 Hrs.
NURS 6001	Instructional Strategies and Evaluation	3 Hrs.

III. Nurse Administrator (minimum of 36 hours)

NURS 5110	Nursing Roles and Theory Development	3 Hrs.
NURS 5120	Advanced Nursing Research	3 Hrs.
NURS 5220	Family Diversity in Vulnerable Communities	2 Hrs.
NURS 5310	Family and Community Health	3 Hrs.
NURS 5710	Foundation of Nursing Administration	4 Hrs.
NURS 5810	Human Resources Management in Health Care Organizations	3 Hrs.
NURS 6110	Methods in Advanced Practice Nursing	3 Hrs.
NURS 6410	Financial Management	3 Hrs.
NURS 6510	Health Care Policy	3 Hrs.
NURS 6610	Public Policy	3 Hrs.
NURS 6720	Advanced Practice Nursing Practicum	3 Hrs.
NURS 6920	Thesis/Scholarly Project	3 Hrs.

Elective Options

NURS 6000	Directed Study	2 Hrs.
NURS 6001	Instructional Strategies and Evaluation	3 Hrs.
MGMT 6110	Organizational Behavior and Effectiveness	3 Hrs.

Comprehensive Examination Policy

Comprehensive examinations are required of the student who has completed all core course work and has maintained a cumulative GPA of 3.0 or greater. The examinations are designed to test the ability of the student to articulate ideas in a scholarly manner in the core, research, and major areas of concentration.



The student will write a preliminary comprehensive exam after completion of the graduate core courses, which will include content from nursing roles and theory development, research, and family diversity courses. A student who does not pass the examination may be required to complete additional study before retaking the exam. In order to progress, a student must satisfactorily complete the Preliminary Comprehensive Exam. If, on the third attempt, a student fails to pass the examination, he/she will not be permitted to continue in the program. Each area of concentration in the graduate program will administer a content specific comprehensive examination after the student has completed the specialty courses.

The examination will be administered only once in any given semester during the week of final exams. Students must write the Preliminary Comprehensive Exam during the first eligible semester upon completion of the core courses at least one month prior to the first day of the final exam. The student should apply in writing, to the Coordinator of the Graduate Nursing Program, to take the preliminary comprehensive exam at least one month prior to the first day of final exam.

Procedure for Challenging Prerequisite Courses

An applicant to the graduate nursing program may challenge, by a written exam, the prerequisites of health assessment and pathophysiology. Evidence of related work experiences with supporting documents must be provided.

Request for permission and approval to challenge the above courses must be obtained the semester before the courses are offered. The schedule of course offerings can be obtained from the Department of Nursing.

Failure to successfully complete the challenge exam on the first attempt will necessitate a student's taking the course. A copy of the course outline and the title of books for the courses listed above may be obtained from the course instructor.

Degree Requirements

To earn the Master of Science in Nursing degree, a student must meet the criteria identified below:

1. Earn a 3.0 grade point average calculated on all graduate work attempted, including transfer credits approved in advance of enrollment.
2. Earn 27 of the 36 hours required for degree for Clinical Nurse Specialist and Nurse Administrator or 35 of the 44 hours required for degree for the Family Nurse Practitioner in residence at Albany State University.
3. Pass a written comprehensive examination in area of concentration.
4. Complete a thesis or major research project.
5. Complete all requirements for the degree within six years of time of first enrollment in the Graduate Nursing Program.

GRADUATE FACULTY

Abrbisi Fabayo, B.S.N., University of Ibadan; **M.S.N., Ph.D.**, University of Connecticut

Linda Grimsley, B.S.N., Georgia Southern College; **M.S.N.**, Valdosta State College

Sherryl Johnson, B.S., M.S.N., Clark College; **M.P.H.**, Emory University; **Ph.D.**, Clark-Atlanta University

Godfrey Ochonma, B.S., Norfolk State University; **M.B.A.**, Hampton University; **Ph.D.**, Old Dominion University

Lucille Wilson, B.S.N., Florida A&M University; **M.N., Ed.D.**, University of Florida

GRADUATE ADJUNCT/PART-TIME FACULTY

Linda Alford, B.S., Johns Hopkins University; **M.S.N.**, Georgia State University

Denotra Hicks Gaillard, B.S.N., Tuskegee University; **M.S.N.**, Georgia State University

Mary Graham, B.S.N., M.N., University of Florida; **Ph.D.**, University of Texas, Austin

Avis Johnson-Smith, B.S.N., Valdosta State University; **M.S.N.**, Troy State University

Thersa Moore, B.S., Albany State College; **Pharm. D.**, Florida A&M University

Juanita Palmer, B.S.N., Medical College of Georgia; **M.N.**, Emory University; **Ed.D.**, Florida State University

Jan Rodd, B.S.N., Albany State College; **M.N.**, Emory University



COURSE DESCRIPTIONS

NURS 5100 – Advanced Health Assessment 3(2-4)

This course will include the processes, techniques and skills of advanced health assessment which builds on basic and experiential knowledge of assessment. *Prerequisites: Admission to Graduate Nursing Program or approval of Coordinator of Graduate Nursing Program.*

NURS 5110 – Nursing Roles and Theory Development 3(3-0)

This course explores conceptual and theoretical models and areas of advanced specialization as a basis for role development and nursing practice. Theoretical assumptions and conceptual models are related to nursing practice, nursing research and nursing education. *Prerequisites: Admission to Graduate Nursing Program or approval of Coordinator of Graduate Nursing Program.*

NURS 5120 – Advanced Nursing Research 3(3-0)

This course emphasizes quantitative and qualitative research methodologies and the application of technology in data analysis. Students formulate a beginning approach to proposal development. *Prerequisites: Admission to Graduate Nursing Program or approval of Coordinator of Graduate Nursing Program.*

NURS 5210 – Advanced Physiopsychopathology 3(3-0)

This course emphasizes the complexity of normal physiological and psychological functions and the disruption of homeostasis in understanding the disease process and/or illness. The involvement of multisystems in the clinical manifestation of the disease process and diagnoses will be delineated. *Prerequisite: Admission to Graduate Nursing Program.*

NURS 5220 – Family Diversity in Vulnerable Communities 2(2-0)

The students apply concepts, theories, and methodology of transcultural nursing to clients of diverse populations. *Prerequisite: Admission to Graduate Nursing Program.*

NURS 5310 – Family and Community Health 3(3-0)

This course presents the theoretical and clinical basis of family and community health. The focus is on primary prevention, health promotion, and health risk reduction. *Prerequisite: Admission to Graduate Nursing Program.*

NURS 5410 – Introduction to Family Primary Care 4(2-8)

This course introduces the concept of primary health care of children, adults, and families. The focus is on health promotion and disease prevention with medically underserved populations. *Prerequisites: NURS 5100 and 5110 and admission to Family Nurse Practitioner tract.*

NURS 5421 – Primary Care of Children 5(3-8)

This course presents the theoretical and clinical basis for health promotion and disease prevention for children, adolescents, and their families. Content includes health maintenance, health teaching, and behavioral/developmental issues, counseling and nursing management of well child health and selected illnesses common to childhood. *Prerequisites: NURS 5210, 5410, and 5910.*

NURS 5422 – Primary Care of Children Clinical 2(0-8)

A clinical elective in child health care designed to enhance advanced nursing practice by providing additional opportunities for analysis, synthesis, and application of child health care theory with underserved rural and low income children and their families. *Prerequisite: NURS 5410; Corequisite: NURS 5421.*

NURS 5510 – Family Primary Care Clinical 2(0-8)

A clinical elective in family primary care designed to enhance advanced nursing practice by providing additional opportunities for analysis, synthesis, and application of family health care theory with families. *Corequisite: NURS 5410.*

NURS 5610 – Principles of Epidemiology in Advanced Practice 3(3-0)

This course provides for the development of in-depth knowledge of the concepts, principles, methods and statistics of epidemiology. Emphasis is on the application of knowledge to the incidence of selected diseases, disease prevention and health promotion. *Prerequisites: NURS 5110 or Permission of Graduate Nursing Coordinator.*



- NURS 5621 – Advanced Practice Nursing I** **5(3-8)**
The first of a two-clinical course sequence in application of theories and concepts related to the clinical nurse specialist role in Community Health, Parent-Child Health, and Psych-Mental Health. *Prerequisites:* NURS 5210, 5310.
- NURS 5710 – Foundation of Nursing Administration** **3(3-0)**
Study of the theories and principles of administration, leadership and contemporary trends and issues impacting nursing administration in health care organizations. *Prerequisites:* Admission to Graduate Nursing Program and NURS 5110.
- NURS 5810 – Human Resource Management in Health Care Organizations** **4(4-0)**
This course explores theoretical concepts, techniques, and related research in the management of personnel in health care organizations. Emphasis is on the management of personnel and client care. *Prerequisite:* NURS 5110.
- NURS 5910 – Pharmacology in Advanced Nursing Practice** **3(3-0)**
This course provides the advanced practice health care provider with knowledge of pharmacological agents used in treatment of adults, adolescents, and young children. Emphasis is on indications, mechanisms of action, prescriptive drugs, protocols, techniques, and dosages. *Prerequisites:* Admission to Graduate Nursing Program or approval of Coordinator, Graduate Nursing Program.
- NURS 6000 – Directed Study** **2(2-0)**
Independent exploration of a topic from a nursing practice, education, or administration perspective. *Prerequisite:* Approval of Coordinator, Graduate Nursing Program.
- NURS 6001 – Instructional Strategies and Evaluation** **3(3-0)**
This course focuses on the implementation of various teaching strategies and the measurement of learning outcomes. *Prerequisites:* Admission to Graduate Nursing Program or approval of Graduate Nursing Coordinator.
- NURS 6101 – Primary Care of Women** **4(2-8)**
This course presents the theoretical and clinical basis for advanced nursing management of newborns and women. Content includes health maintenance, health teaching, behavioral/developmental issues, counseling and nursing management of pregnancy and the newborn, and health problems of women. *Prerequisite:* NURS 5421.
- NURS 6102 – Primary Care of Women Clinical** **2(0-8)**
A clinical elective in women's health to provide additional opportunities for analysis and synthesis of theory of care with underserved and rural women and newborns. *Corequisite:* NURS 6101.
- NURS 6110 – Methods in Advanced Practice Nursing** **3(3-0)**
This course emphasizes the application of technology and a variety of problem-solving techniques/strategies in advanced practice nursing to promote and/or maintain the health of individuals, families, groups and communities. *Prerequisite:* NURS 5120
- NURS 6211 – Primary Care of Adults** **5(3-8)**
This course presents the theoretical and clinical basis for health promotion and disease prevention of adults/older adults and their families. Content includes health maintenance, health teaching, developmental issues, counseling and nursing diagnosis and management of common minor acute and chronic health problems found in adults. *Prerequisites:* NURS 6101 and satisfactory completion of preliminary comprehensive exam.
- NURS 6212 – Primary Care of Adults Clinical** **2(0-8)**
Clinical elective in adult health care to enhance advanced nursing practice. *Corequisite:* NURS 6211.
- NURS 6310 – Primary Care Issues in Health Promotion of Communities** **2(2-0)**
This seminar focuses on care needed to meet the needs of clients with sensitivity to community and cultural differences. *Prerequisite:* NURS 6101.


NURS 6410 – Financial Management 3(3-0)

This course provides the advanced practice nurse with an understanding of the fundamentals of the financial management of health care organizations. Emphasis is on the utilization of theories and principles covering accounting, financial statement analysis, applied economics, cost analysis, and budgeting. *Prerequisites: NURS 5710 or Permission of the Coordinator, Graduate Nursing Program.*

NURS 6510 – Health Care Policy 3(3-0)

This course offers students a comprehensive and analytic overview of the historic and contemporary involvement of government and politics in the development of health policy. Emphasis is on health politics and policy with a historical, social, and economic perspective. *Prerequisites: NURS 5810 or Permission of Coordinator, Graduate Nursing Program.*

NURS 6610 – Public Policy 3(3-0)

This course presents an overview of various models used by policy analysts and policy makers to analyze and evaluate political life. Students are exposed to the nature of public policy analysis. *Prerequisite: NURS 6510.*

NURS 6622 – Advanced Practice Nursing II 5(3-8)

This is the second of the two-clinical course sequence in application of theories and concepts related to the clinical nurse specialist role development in Community Health, Parent-Child Health and Psych-Mental Health. *Prerequisites: NURS 5621 and satisfactory completion of Preliminary Comprehensive exam.*

NURS 6720 – Advanced Practice Nursing Practicum 3(1-8)

Focused clinical practicum in a selected area that allows for the application of theory in advanced practice role and the development of clinical expertise. *Prerequisite: Completion of all course work.*

NURS 6820 – Family Nurse Practitioner Practicum 4(1-12)

An integrated clinical practicum focused on development and implementation of the advanced practitioner role. Students are involved in a preceptorship in rural/urban family practice settings under the supervision of a clinical preceptor and graduate faculty. *Prerequisite: Completion of all course work.*

NURS 6920 – Thesis/Research Project 3(3-0)

Research methodologies are used to investigate a nursing problem. *Prerequisite: NURS 5120.*

ASU-MCG Physical Therapy Program

The School of Allied Health Sciences, Department of Physical Therapy at the Medical College of Georgia offers the entire Master of Physical Therapy Degree at Albany State University as a distance-learning program using interactive television through the Georgia Statewide Academic and Medical System (GSAMS) and computer support (WebCT). The program is housed and facilitated in the College of Health Professions, Department of Allied Health Sciences, Academic and Administration Building. Problem-based and evidence-based classroom and clinical teaching are the major methods of instruction in addition to the interactive delivery of content.

Admission Requirements for the Masters in Physical Therapy Degree

Baccalaureate degree that includes the following specific courses:

Physics with lab - 1 full academic year

Human Anatomy and Physiology - 1 course with lab

Biology - 1 course with lab

Chemistry - 1 course with lab

One additional course with lab in either Biology, Chemistry, or Human Anatomy and Physiology

Six courses in the humanities and social sciences that include at least 1 course in Psychology

GRE total score of 1000 (Verbal and Quantitative sections only)

Overall GPA of 3.0 or 3.4 in last 60 quarter hours

GPA of 3.0 in all prerequisite course work with no grade lower than a "C"

All applicants are expected to have 100 hours of observational experience in a variety of physical therapy settings.



COLLEGE OF EDUCATION

Mission and Objectives

The College of Education offers the Master of Education (M.Ed.) degree in the various certification areas shown and the Education Specialist (Ed.S.) degree in educational leadership. The purpose of the M.Ed. degree program is to develop responsibility and leadership in classroom teaching, subject matter specialization, and /or supervision and administration in educational systems. The program promotes critical thinking and creative reasoning skills in solving educational problems, a continual quest for knowledge, and the ability to communicate effectively with students, parents, citizens and the community of educators. The program has the following objectives:

1. To prepare teachers, educational supervisors, and educational leaders to implement basic and applied research in education.
2. To promote the development of the essential observable competencies deemed significant for teachers and educational leaders.
3. To assure the acquisition of knowledge in a field of concentration at an advanced level.
4. To provide a variety of experiences to enhance professional advancement opportunities for teachers and educational managers.
5. To prepare students for further graduate study in the field of education.

MASTER OF EDUCATION

Graduate students may pursue eleven different major programs for teacher certification. Degree programs are designed for fifth-year level certification. Education courses are offered in foundations, teaching fields, research, and statistics. The following array depicts the eleven major programs of study, identifies the college offering each specific program and provides the telephone numbers for each.

M.Ed. Program	College	Telephone
Business Education	College of Business	(912) 430-2749
Early Childhood Education	College of Education	(912) 430-4715
Educational Leadership	College of Education	(912) 430-4684
English Education	College of Arts and Sciences	(912) 430-4833
Health and Physical Education	College of Education	(912) 430-4762
Mathematics Education	College of Arts and Sciences	(912) 430-4886
Middle Grades Education	College of Education	(912) 430-4715
Music Education	College of Arts and Sciences	(912) 430-4849
Science Education	College of Arts and Sciences	(912) 430-4823
Special Education	College of Education	(912) 430-4715
School Counseling	College of Education	(912) 430-4715

Categories of Admission for the Master's Degree

Students enrolling for graduate studies in the College of Education will enter under one of five categories described below. All categories require that applicants have received a baccalaureate degree from an accredited college or university with an undergraduate major in (or prerequisite requirement satisfied for) the planned graduate field of study. These categories do not apply to the Ed.S. (See page 70 for requirements of the Ed.S program)

Regular Admission

Applicants are granted regular admission to graduate studies at the Master's degree level if they have met the minimum degree program requirements of a 2.5 grade point average and standardized test scores of 44 on the MAT or 800 on the GRE, and if they have met the general Graduate School admission requirements. If the admission is for certification, the applicant must also pass Praxis I.

Provisional Admission

Applicants who do not fully meet the requirements for regular admission may be considered for provisional admission. The following criteria must be met:

1. An undergraduate degree from a regionally accredited college or university.
2. An undergraduate grade point average of at least 2.5.



- A score on the MAT of no less than 27 or a score on the Aptitude Test of the GRE of no less than 700.

A student satisfying nine semester hours of course work with no grade of less than a "B" may be admitted to regular status. If the previous criteria are not met, the student will be withdrawn from the program.

- The applicant will be given the first semester to pass Praxis I, if the admission is for initial certification.

Non-Degree Admission

Applicants interested in study for personal enrichment or for job-related requirements are admitted under the non-degree status. While students may enroll for an unlimited number of courses in the non-degree status, they must be fully aware that a Master's degree is not awarded at the completion of any number of hours in this status. Only nine semester hours may be considered toward the Master's degree provided they at least meet the criteria of the provisional admission status.

Transient Admission

A graduate student in good academic standing at another institution may enroll as a transient student. The residential institution must provide written authorization for students to enroll under this status. Copies of transcripts and standardized test scores are not required.

Special Admission

Albany State University students with senior standing may register for graduate courses if each of the following conditions is met:

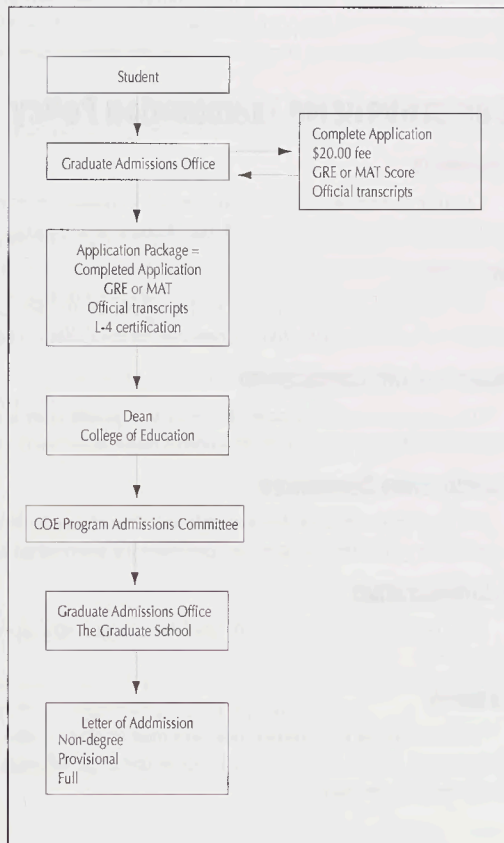
- The student has an overall GPA of at least 3.0.
- The Vice-President for Academic Affairs approves the academic department's recommendations for the student to enroll in graduate courses. (Such approval is granted on a semester-by-semester basis; continued enrollment is not provided.)
- The student limits one's graduate enrollment to a total of nine semester hours of study. No more than six semester hours of graduate study may be undertaken in a given semester.
- During the semester in which graduate enrollment is allowed, the student's registration is limited to a total of nine semester hours (combined graduate and/or undergraduate hours).

Change of Status

A student admitted to the graduate school remains in the original academic status until notified in writing by the Graduate School of the approval of a different status.

Appeals of Admission Status

Decisions regarding the student's admission status may be appealed to the graduate admission committee of the degree program concerned. Information regarding appeals may be secured from the Graduate Studies Office or the graduate coordinator of the College of Education. Such appeals and their associated documentation are referred to the graduate admission committee of the degree program. The student has the right of further appeal sequentially to the Chairperson, the Dean of the college, the Graduate Council, the Vice-President for Academic Affairs and finally, the President of the University.





Change of Degree Program

Before changing majors, students must consult with an advisor in the new degree program.

Application for Graduation

Students pursuing a program leading to the Master of Education degree must apply for graduation after gaining full admission to graduate studies and before completing 12 semester credit hours. The graduate student is responsible for applying for graduation with the Registrar's Office. Approval of the application requires the applicant to:

1. Be fully admitted to graduate studies and recommended by the advisor.
2. Hold the appropriate level four teaching certificate from the Professional Standards Commission or the equivalent.
3. Have made satisfactory progress in the planned program of study.
4. Be approved by the Chairperson and Dean of the College of Education.

Degree Requirements

Comprehensive Examinations

In partial fulfillment of the M.Ed. degree, students are required to satisfactorily pass a comprehensive examination. A student is eligible to take the comprehensive examination only if (a) a passing score on the Praxis II has been filed with the student's advisor and (b) grades for the major area (Area C or the Professional Courses) should be no less than a "B". Grades less than "B" in Area C of the Program of Study must be repeated. The overall grade-point average for all 36 semester credit hours for the Master of Education must be no less than 3.0 on a four-point scale. No grade less than "C" will be accepted. The comprehensive examination may be taken three times. A third failure on the comprehensive examination results in termination from the degree program.

Comprehensive Examination Policy

Eligibility

Graduate students are eligible to take the M.Ed. comprehensive examination in the last semester of their study or when they have completed all the courses in Area C of their degree program and the advisor has granted permission.

Schedule

The comprehensive examination shall be given on the first Saturday following mid-semester examinations or as otherwise announced by the Graduate Studies Committee for the College of Education.

Nature of the Examination

The examination shall be made of three or four general essay questions and/or problems covering current research, recent developments, and general principles in the student's major area of study. The questions should integrate core courses in the program of study.

Examination Committee

The program coordinator shall assemble and chair an examination committee, of at least three instructors, for each examinee. The examination committee shall construct and grade the examination and report the results via the chairperson.

Administration

The comprehensive examinations shall be arranged and supervised by the Graduate Studies Committee for the College of Education.

Grading

A member of the examination committee must grade each item. Where prudent, the chairperson may elect not to participate in the grading of items. Each test item will receive one of the following grades: "P" for passing or "F" for failing. If one test item is failed, the student fails the examination.



Retest Sessions

When the student retakes the examination, a new test will be administered. Retest sessions must not be scheduled later than two weeks prior to the final examinations for potential graduates.

Reporting

The program coordinator shall report all examination results and seminar paper grades to the dean within one week of the date of the regular examination. The dean, using the Graduate School's Report of Non-Course work Requirements form, shall report the results of each examination or seminar paper to the Graduate School. The Dean of the Graduate School officially informs the student of the results.

Exceptions

In the event of a condition or event that imposes extreme difficulty in construction, administering, or grading the examination for a student as expressly stated therein, the Graduate Studies Committee for the College of Education shall make exceptions to these policies as will be required to resolve the situation consistent with overall University policies.

Other Policies

Correspondence Credits

No course work taken as correspondence credits is acceptable for degree credits.

Grade-Point Average

A minimum 3.0 grade point average is required for completion of the degree program.

Non-Resident Credits

All non-resident credits are to be approved in advance. It is recommended that students avoid enrolling in a course for transient credits during the anticipated semester of graduation.

Transfer Credit

Maximum of nine semester credits of transfer credit may be applied toward the completion of the M.Ed. degree. The credit must be indicated on the student's Internal Review of Student's Record and program check sheet. Some program areas do not accept transfer credits in Area C of the degree-planned program. Transfer credits must have been earned within six years of the semester of graduation.

Curricular Components of the Degree Program

Most M.Ed. programs require 36 semester credit hours to be completed within six years of the semester of graduation. In those cases, credit hours are distributed according to the following general design:

Component	Description	Credit Hours
Area A	Nature of the Learner	3-6
Area B	Program and Problems of the School	3-6
Area C	Core courses of the major	15-24
Area D	Research in Education	3-6
Area E	Electives*	3-6
Total Minimum Semester Hours Required		36

*An elective is any graduate level course with a grade of "B" or better that is no older than six years, that was taken after graduate admission, and that wasn't taken for undergraduate credit. The graduate program advisor must approve electives.



COLLEGE OF EDUCATION GRADUATE FACULTY

- Abayomi, Babatunde** – Associate Professor, Education Interim Chairperson - Teacher Education; B.S., Howard University; M.Ed., University of Georgia; Ph.D., Georgia State University
- Paschal, James A.** – Assistant Professor, Education; B.A., Xavier University; M.S., Fort Valley State University; Ed.D., University of South Carolina
- Adewuyi, David Aderemi** – Assistant Professor, Education; B.A., University of Ife, Ile-Ife; M.A., University of British Columbia; M.A., University of British Columbia; Ph.D., University of British Columbia
- Lawson, Mary Sterner** – Professor, English; B.A., Findlay College; M.A., Ph.D., Bowling Green State University
- Beard, Audrey W.** – Associate Professor, Education; Director, Clinical Experiences; B.S. Fort Valley State College; M.S., Atlanta University; Ed.D., Jackson State University
- Lockley-Jones, Ora E.** – Professor, Biology; B.S., North Carolina A&T University; M.S., Michigan State University; Ed.D., Rutgers University
- Bembry, Deborah** – Associate Professor, Education; B.S., Albany State College; M.Ed., University of Illinois, Urbana; Ph.D., University of Iowa
- Masih, Samuel** – Professor, Mathematics; B.S., M.Sc., Delhi University; M.A., Ph.D., Indiana University
- Biasiotto, Judson** – Professor, Physical Education; A.S., Corning Community College; B.S., M.S., Ed.S., Georgia Southern College; Ed.D., University of Georgia
- Odio, Arnold** – Associate Professor, English; B.A., University of West Florida; M.A., University of Miami; M.A., Ph.D., University of Arkansas
- Block, Burel** – Chairperson - Counseling, Leadership – Associate Professor, Education, & Foundations; B.A., Eastern New Mexico University; M.A., Ed.D., Texas Tech University
- Okediji, Olatunde** – Associate Professor, Biology; B.S., Eastern College; M.S., Howard University; Ph.D., Atlanta University
- Brown, Barbara A.** – Associate Professor, Music Education; B.A., Spelman College; M.A., M.Ed., Ed.D., Columbia University Teachers College
- Okpara, Rosa** – Professor, Business Information Systems & Education; B.S., Albany State College; M.P.A., Albany State University; M.B.Ed., Ph.D., Georgia State University
- Brown, Mollie** – Professor, Business Information Systems & Education; Dean of the College of Business; B.S., Albany State University; M.B.Ed., Ph.D., Georgia State University
- Olandunjoye, Ganiyu** – Associate Professor, Chairperson of Business Information Systems and Education; B.B.A., M.A., Western Michigan University; Ph.D., Bowling Green State University
- Campbell, Wilburn A.** – Professor, Health and Physical Education; Chairman of the Department; B.A., Morehouse College; M.S., DPE., Springfield College
- Pandey, Surendra N.** – Professor, Physics; B.S., Ewing Christian College; M.S., University of Allahabad; Ph.D., Howard University
- Chavis, Sandra** – Assistant Professor, Special Education; B.A., Ottawa University; MS.Ed., Ph.D., University of Kansas
- Perkins, Claude G.** – Professor, Dean of the College of Education; B.S., Mississippi Valley State University; M.A.T., Purdue University; Ph.D., Ohio University
- Cherry, Joyce L.** – Associate Professor, English; B.A., Paine College; M.A., Atlanta University; Ph.D., Emory University
- Steele, Jack** – Professor, Chemistry; B.A., Depauw University; Ph.D., University of Kentucky
- Cohen, Sandy** – Professor, English; A.A., Miami-Dade Junior College; B.A., Florida Atlantic University; M.A., Ph.D., Auburn University
- Studdard, Hugh** – Professor, Physical Education; B.S. Georgia Southern College; M.A. University of Alabama; Ed.D., University of Southern Mississippi
- Duhon, Alice** – Associate Professor, Education; B.S., M.Ed., Texas Southern University; Ph.D., Union Institute
- Lawson, Benjamin S.** – Professor, English; B.A., Purdue University; M.A., Indiana University; Ph.D., Bowling Green State University
- Dungee, Grant A.** – Associate Professor, Health and Physical Education; B.S. Kentucky State University; M.S., H.S.D., Indiana University Bloomington
- Sykes, Ellis** – Professor, Biology; Chairperson of Department of Natural Sciences; B.S., Morehouse College; M.S., Ph.D., University of Georgia
- Green, Marzine, Jr.** – Professor, Mathematics and Computer Science; B.S., Alcorn State University; M.S., University of Illinois; Ph.D., University of Southern Mississippi
- Townsel, Sylviane A.** – Associate Professor, Modern Languages; B.A., Centre University-University of Madrid; M.A., Atlanta University; Ph.D., Emory University



- Hatcher, Betty** – Assistant Professor, Education; B.S., M.Ed., Valdosta State University; Ed.D., University of Georgia
- George, Rani** – Assistant Professor, Education; B.A., M.A., University of Madras; M.A., Ph.D., University of Delaware
- Wallace, Renee** – Associate Professor, Education; B.A., Central Connecticut State University; M.A., Ph.D., University of Iowa
- Holmes, Barbara D.** – Associate Professor, Educational Leadership; B.A., M.Ed., Stetson University; Ph.D., University of Connecticut
- Williams, Onetta** – Assistant Professor, Education; B.A., Governors State University; M.A., Ed.S., Tennessee Tech University; Ed.D., Oklahoma State University
- King, Glynn T.** – Assistant Professor, Education; B.A., North Georgia College; B.A., M.Ed., Brigham Young University; Ph.D. University of Georgia
- Wrensford, Granville** – Associate Professor, Natural Sciences; B.S., University of Virgin Islands; Ph.D., Brown University

Adjunct Faculty

- M.V.A. Khan** – B.S. Osmania University; M.Ed. University of Houston; Ed.D. University of Houston
- Ronald Elkin Childs** – M.Ed. Valdosta State College; Ed.S. Valdosta State College; Ed.D. University of Northern Colorado
- Walter W. Judge** – B.S. Albany State College; M.Ed. Florida A&M University; Ph.D. Florida State University
- Alan Paul Grimsley** – B.A., M.Ed., Georgia Southwestern College; Ed.S., Valdosta State College; Ph.D. Georgia State University
- Jewel Jones Faison** – B.A., Spelman College; M.Ed. Emory University; Ed.S., D.A.S.T. Emory University; Ph.D. Emory University
- Wilson, Maudecca L.** – B.S., M.A., Albany State College; Ph.D., University of Oklahoma

BUSINESS EDUCATION

The College of Business provides a graduate program in business education that provides opportunities for business teachers in middle school, high school and post-secondary institutions. Students completing this program will demonstrate (a) a knowledge of the nature of the secondary and post-secondary learner, learning theory and problems, and programs and problems of schools; (b) competency in current teaching methodology, instructional procedures and research activities, and (c) competency in curriculum organization and implementation.

Degree Program

The Master of Education program in business education requires a minimum of 36 semester hours of graduate-level credit. The curriculum is designed for persons holding L-4 certification in business education or who have completed basic prerequisite course work in business education.

Area A - Nature of the Learner (Minimum of 3 semester hours)

3 hrs

- PSYC 5509 Introduction to Behavior Modification
- PSYC 5515 Educational Psychology
- PSYC 5520 Developmental Psychology
- PSYC 5530 Adolescent Psychology
- PSYC 5550 Theories of Learning
- PSYC 5552 Conditions of Learning

Area B - Programs and Problems of the School (Minimum of 3 semester hours)

3 hrs

- MBED 5546 Curriculum Planning in Business Education*
- EDUC 5509 Philosophy of Education
- EDUC 5510 Sociology of Education
- EDUC 5511 Economics and Education
- EDUC 5538 Curriculum Planning
- EDUC 5540 Curriculum Principles
- EDUC 5542 Curriculum Trends

DEGREE PROGRAMS



Area C - Teaching Field (Minimum of 21 semester hours)

21 hrs

- MBED 5510 Principles and Problems in Business Education*
- MBED 5538 Instructional Strategies for Accounting, Bookkeeping and Basic Business
- MBED 5539 Instructional Strategies for Information Processing
- MBED 5540 Instructional Strategies for Office Management
- MBED 5547 Instructional Strategies for Business Communication
- MBED 5550 History and Philosophy of Business Education
- MBED 5505 Contemporary Economic Problems
- MBED 5506 Consumer Economic Problems
- MBED 5507 Teaching Economic Concepts Using Computer Technology
(Student must take at least four Instructional Strategies courses)

Area D - Educational Research and Statistics (Minimum of 6 semester hours)

6 hrs

- EDUC 5500 Educational Statistics
- EDUC 5501 Educational Research

Area E - Electives (Minimum of 3 semester hours)

3 hrs

- SPED 5501 Exceptional Children and Youth*
- (Additional electives may be selected in conference with advisor)
*Required unless previously fulfilled

COURSE DESCRIPTIONS

MBED 5505 – Contemporary Economic Problems 3(3-0)

An intensive survey of the structure and operation of the present-day American economic system. Designed for social science and business education public school teachers.

MBED 5506 – Consumer Economic Problems 3(3-0)

A highly integrated approach to relate personal economic decision making to the total economy; special emphasis on analysis, interpretation, and application of economic principles. Designed for social science and business education public and/or private school teachers.

MBED 5507 – Teaching Economic Concepts Using Computer Technology 3(3-0)

An intensive survey of basic economic concepts coupled with the strategies for implementing the use of computer technology in teaching economic concepts. Includes preparing materials (software) for classroom use and instruction in writing a computer program.

MBED 5510 – Principles and Problems in Business Education 3(3-0)

A study of the development of business education principles and practices, content and curricula for business programs. Consideration is given to the history, nature, and purpose of business education; business education curricula and basic issues; business education and the secondary school curriculum; materials and media in business; performance objectives; and evaluation of student achievement.

MBED 5538 – Instructional Strategies for Accounting, Bookkeeping, and Basic Business 3(3-0)

Designed to provide the business education teacher with effective learning and instructional strategies/resources for teaching accounting, bookkeeping, and basic business including the relationships of our physical and social environment and the free enterprise system. Emphasis is also on the study of current literature, research findings and practices with special reference to current trends and issues.


MBED 5539 – Instructional Strategies for Information Processing 3(3-0)

Designed to provide the business education teacher with effective learning and instructional strategies for teaching information processing. Includes word processing, spreadsheet, and database applications. Emphasis is also on the study of current literature, research findings, and practices with special reference to current trends and issues in this area.

MBED 5540 – Instructional Strategies for Office Management 3(3-0)

Designed to provide the business education teacher with effective learning and instructional strategies for teaching office management. Includes the study of modern office practices with emphasis on records management, business information systems, utilization of communication and travel services, banking, insurance, payroll, tax records and office technology.

MBED 5546 – Curriculum Planning in Business Education 3(3-0)

An overview of curriculum and program development for the business education teacher. Focuses on curriculum planning, curriculum models, learning theory models, business education competencies and standards, in major areas of office employment.

MBED 5547 – Instructional Strategies for Business Communication 3(3-0)

Designed to provide the business education teacher with effective learning and instructional strategies for teaching communication principles and effective writing skills. Focuses on content, methods, activities, and development of teaching plans and materials. Emphasis is also on the study of current literature, research findings, and practices with special reference to current trends and issues.

MBED 5550 – History and Philosophy of Business Education 3(3-0)

A study of principles, problems, philosophy, and history of business education including analysis of professional literature and research, trends, issues, and organization.

EARLY CHILDHOOD EDUCATION

Degree Program

This program leads to the LEVEL 5 certification in Early Childhood Education and is designed to prepare master teachers to work with children in Grades K-4. This program also provides knowledge and skills for teachers to serve in leadership roles in curriculum development supervision and research in the field of Early Childhood Education.

Area A - Nature of Learners and Learning Problems

3 hrs

ECEC	5500	Early Childhood Development
EDUC	5554	Psychology of Teacher
EDUC	5563	Methods of Child Study
PSYC	5515	Educational Psychology
PSYC	5520	Developmental Psychology
PSYC	5552	Conditions of Learning
PSYC	5555	Theories of Learning

Area B - Programs and Problems of the School

3 hrs

EDUC	5504	History of American Education
EDUC	5509	Philosophy of Education
EDUC	5510	Sociology of Education
EDUC	5555	Clinical Approach to Classroom Analysis
ECEC	5516	Curriculum in Early Childhood Education
ECEC	5518	Issues in Early Childhood Education
EDAS	6648	Economics in Education



Area C - Teaching Field

18 hrs

- ECEC 5509 Theories, Design and Program Development in Early Childhood Education
- ECEC 5512 Cultural Diversity in Early Childhood Education
- ECEC 5516 Curriculum Procedures and Materials for Early Childhood Education
- ECEC 5520 Language Development for Young Children
- ECEC 5525 Math Experiences for Young Children*
- ECEC 5527 Science Experiences for Young Children*
- ECEC 5530 Communicative Arts in Early Childhood Education
- ECEC 5535 Reading in Early Childhood Education*
- ECEC 5541 Health and Physical Education for Young Children*
- ECEC 5545 Infant Education
- ECEC 5550 Social Studies in Early Childhood Education*
- ECEC 5555 Creative Experiences in Early Childhood Education
- ECEC 5560 Counseling in Early Childhood Education
- ECEC 5565 Diagnosis and Remediation
- ECEC 5570 Theories of Play
- ECEC 5575 Parent Involvement in the Early Childhood Education
- ECEC 5580 Tests and Measurements in Early Childhood Education
- ECEC 5581 Evaluation of Research in Early Childhood Education
- MATH 5508 Computer Mathematics for Teachers
- SECD 5500 Fundamental and Theories Practicum
- SPED 5512 Characteristics of Children and Youth with Mild Learning, Intellectual, and or Behavioral Problems.
- SECD 5516 Individual Counseling & Assessment
- SPED 5521 Instructional Strategies for the Mildly Handicapped
- SPED 5522 Teaching the Preschool Exceptional Child
- SPED 5524 Instructional Strategies for Teaching the Mildly Disabled
- SPED 5530 Parent Counseling
- SECD 5535 Issues/Strategies and Intervention for School Behavior Problems
- SECD 5575 Selected Topics In School Counseling
- EDUC 5590 Practicum I: Internship in Early Childhood Education (Preschool)
- EDUC 5591 Practicum II: Internship in Early Childhood Education (Primary)

Area D - Research

3 hrs

- EDUC 5501 Educational Research (Prerequisite: EDUC 5500)

Area E - Electives

9 hrs

- EDUC 5500 Educational Statistics
- ECEC 5514 Organization and Administration in Preschools

*Major courses (four of the five).

Total Hours Required 36 hrs.



COURSE DESCRIPTIONS

ECEC 5500 – Early Childhood Development 3(3-2)

Advanced course in the physical, emotional, social and intellectual development of infants and young children through nine years of age and in observations of children in this age period for the purpose of applying principles and plotting developmental changes. Observation-laboratory experiences will be included to reflect on those observations.

ECEC 5509 – Theories, Design, and Program Development in Early Childhood Education 3(3-0)

Provides for the analysis and evaluation of the needs of both student and teacher in differential learning environments in the pre-school primary grades in early childhood education. Curricula design will address varied philosophies, theories, and methods of teaching and supporting auxiliaries.

ECEC 5512 – Cultural Diversity in Early Childhood Education 3(3-2)

Educational programs for young children with varied cultural and socioeconomic backgrounds. Opportunities will be provided for analysis and evaluation of these programs through selected field experiences and action research.

ECEC 5514 – Organization and Administration of Nursery Schools and Kindergartens 3(3-2)

Investigates organizational plans of nursery school and kindergartens, including staffing, housing, admissions, licensing, health policies, school records, budgeting and school/community relations. Resource personnel will include the physician, nurse and nutritionist.

ECEC 5516 – Curriculum Procedures and Materials for Early Childhood Education 3(3-2)

Addresses curriculum, instructional procedures and materials in early childhood education. Topics include content appropriate to pre-school programs complementing varied philosophies and theories.

ECEC 5518 – Issues in Early Childhood Education 3(3-0)

This course will focus on current research trends and issues, historical, philosophical and sociological influences that have shaped early childhood education. Controversial issues and alternative approaches to solve problems will be investigated.

ECEC 5520 – Language Development of Young Children 3(3-0)

Focuses on the study of the nature of language development and processing from infancy to nine. Attention will also be given to the relationship between stages of cognitive development and the acquisition of speech-sound categorization with emphasis on the environmental and individual factors acting to influence that language.

ECEC 5525 – Mathematical Experiences for Young Children 3(3-0)

Theoretical viewpoints which have affected the teaching of pre-mathematical and math concepts will be examined. Innovative mathematics projects and programs will be reviewed. Laboratory experiences to be arranged.

ECEC 5527 – Science Experiences for Young Children 3(3-0)

Theoretical viewpoints, which have affected the teaching of science concepts, will be reviewed. Curriculum, method, materials and technologies will be analyzed and evaluated in view of current research and practices.

ECEC 5530 – Communicative Arts in Early Childhood Education 3(3-0)

Considers the role of oral and written language in a child's life (birth-nine). A critical examination will be made of the inter-relatedness of the speaking, listening, reading and writing behaviors of children.

**ECEC 5535 – Reading in Early Childhood Education 3(3-0)**

Focuses on the teacher's task in early childhood. Special attention to current approaches and such aspects as introduction to language symbols in the pre-school and the first grade, readiness, motivation and individual differences. The course includes relevant theory and practical applications of basic skills. Students will work with materials and techniques on various levels.

ECEC 5541 – Health and Physical Education for Young Children 3(3-0)

Advanced course that investigates the importance of functional movement in early childhood. Physical activities appropriate for young children will be planned and implemented. Experiences in movement education and nutrition will also be provided.

ECEC 5545 – Infant Education 3(3-0)

Theories and research in infant education. Emphasis will be placed on development during the first three years with intensive observation of prenatal and postnatal development. Observation and participation with infants required. Prerequisites: Advanced child growth and development.

ECEC 5550 – Social Studies in Early Childhood Education 3(3-2)

This course will examine innovative techniques for teaching of social studies. Curriculum, methods and techniques will be analyzed and evaluated in view of current research and practices. Field experiences to include field-testing social studies projects will be required.

ECEC 5555 – Creative Experiences in Early Childhood Education 3(3-2)

Emphasizes a team teaching approach to the study of the creative process by use of selected topics of creative experiences in the living and learning of children. Emphasis is also on the philosophy, techniques and problems of providing creative experiences for young children. Field laboratory experiences will be provided.

ECEC 5560 – Counseling in Early Childhood Education 3(3-2)

Addresses a dual emphasis on understanding the theoretical basis of counseling and on learning skills involved in helping relationships with young children. Selected reading in counseling theory and practices will be discussed. As part of the skill-building process, students will tape counseling sessions for presentation in class.

ECEC 5565 – Diagnosis and Remediation 3(3-2)

Focuses on basic concepts in identifying and correcting student difficulties in the areas of math and reading. Techniques and procedures will be presented and practiced through actual tutoring of young children. Laboratory experiences are required and will be arranged.

ECEC 5570 – Theories of Play 3(3-2)

Analyzes the role of play in the cognitive, affective and social development of children's play and creativity. Emphasis is on the increased understanding of the personal and educational significance of children's behavior at play. Field observation and analysis is required.

ECEC 5575 – Parent Involvement in the Early Years 3(3-0)

A careful investigation of strategies to involve parents in varied early childhood programs. Emphasizes exploring the theoretical and practical issues associated with parental participation in early childhood education.

ECEC 5580 – Tests and Measurements in Early Childhood Education 3(3-0)

Provides an introduction and analysis of major assessment instruments in the early childhood curriculum. Active involvement in constructing valid diagnostic teacher-made assessment tools will be required.

ECEC 5581 – Evaluation of Research in Early Childhood Education 3(3-0)

Examines significant recent research in early childhood to enable students to gain an understanding of the conceptual and methodological basis of research. Students will be expected to gain competence in the analysis and interpretation of research. Prerequisite: ECEC 5580.



EDUCATIONAL LEADERSHIP

Degree Program

The graduate program in Educational Leadership leads to a Master's Degree in Education and a LEVEL 5 certification in the State of Georgia. The M.Ed. planned degree program lists a minimum of 36 semester hours of course work to be completed within six years of the date of graduation. A maximum of nine semester hours may be earned as transfer credits. These credits must be indicated on the student's planned program during the first semester of enrollment as a graduate student admitted in full status. Students are expected to confer with their advisor each semester. They should complete and sign the degree-planned program with their advisor and with the Graduate School Office. The advisor is required to file a copy of this planned program with the graduate coordinator for the College of Education and with the Graduate School. In advance of the expected date of graduation, the student is expected to apply for graduation with the Registrar's Office.

Special Admission Requirement

Admission to this M.Ed. program requires a minimum of two years' experience in professional education.

Area A - Nature of the Learner and Learning Problems

3 hrs

- PSYC 5509 Introduction to Behavior Modification
- PSYC 5515 Educational Psychology
- PSYC 5520 Developmental Psychology
- PSYC 5530 Adolescent Psychology
- PSYC 5552 Conditions of Learning
- PSYC 5555 Theories of Learning
- EDAS 5580 School Discipline Problems

Area B - Programs and Problems of the School

3 hrs

- EDAS 5580 School Discipline Problems
- ECEC 5527 Science for Young Children
- ECEC 5535 Reading in Early Childhood Education
- ECEC 5518 Issues in Early Childhood Education
- CRMJ 6670 Rehabilitation and Treatment
- HPED 5579 Sex Education
- HPED 5580 Drug Education
- MATH 5509 Computers for Teachers
- SOSI 5583 Social Studies for Global Understanding (Middle Grades)
- SPED 5545 Educational Assessment of Exceptional Children
- SPED 5547 Behavioral Management of Exceptional Children
- SPED 5563 Issues in Special Education

Area C - Educational Leadership

21 hrs

- EDAS 5501 Introduction to Organizational Leadership*
- EDAS 5510 The Urban Environment and Educational Administration
- EDAS 5515 Curriculum and Instruction for Educational Leadership*
- EDAS 5521 Directed Studies in Educational Leadership
- EDAS 5526 Theories of Educational Administration
- EDAS 5533 Legal Aspects of Education*



- EDAS 5541 Educational Supervision*
- EDAS 5565 The Principal
- EDAS 5568 Field Experiences in Educational Administration*
- EDAS 5570 School Business Management*
- EDAS 5573 School Personnel Administration*
- EDAS 5578 Review of Literature in School Supervision

Area D - Research

6 hrs

- EDUC 5500 Educational Statistics**
- EDUC 5501 Educational Research

Area E - Electives

3 hrs

An elective is any graduate level course with a grade of "B" or better that is no older than six years, that was taken after graduate admission and that wasn't taken for undergraduate credit. The graduate program advisor must approve electives.

* Required Course

** Prerequisite for EDUC 5501

Total Hours Required 36 hrs

COURSE DESCRIPTIONS

EDAS 5501 – Introduction to Organizational Leadership 313-01

This course considers the application of generic leadership theory and skills to educational agencies. Planning, goal setting and implementing, monitoring, problem solving, organizational development and change, interpersonal and group relations and school climate are considered.

EDAS 5510 – The Urban Environment and Educational Administration 313-01

This course is designed to study living conditions of children in diverse urban communities and the problems of teachers, children, and parents in providing a supportive learning environment.

EDAS 5515 – Curriculum and Instruction for Educational Leadership 313-01

Trends in curriculum design with emphasis on the newer media and ways and methods of implementing innovations in instruction. Includes a study of principles, procedures and components of curriculum development, interpretation of test scores, use of assessment data and program evaluation (EDUC 5540 may be substituted).

EDAS 5521 – Directed Studies in Educational Leadership 313-01

An intensive study of selected issues, model, paradigms, theories and other readings in educational administration and supervision. Prerequisite: Consent of advisor.

EDAS 5526 – Theories of Educational Administration 313-01

This course examines basic theories of organization and administration of public education.

EDAS 5533 – Legal Aspects of Education 313-01

A study of the legal structure of public educational rights and responsibilities of school personnel; rights of parents and students are related topics. Emphasis is on study and analysis of constitutional and statutory proscription and prescription; includes study of pertinent court cases.

EDAS 5541 – Educational Supervision 313-01

A study of forces affecting supervision in today's school is the focus. An introductory overview of the field of supervision in public schools with emphasis on organizing instruction is examined.


EDAS 5565 – The Principal 3(13-0)

The role of the principal in a changing society is investigated from an open system perspective. One role as a catalyst is studies for engendering new curricula, techniques, and organizational and administrative practices.

EDAS 5568 – Field Experiences in Educational Administration 3(13-0)

The field experiences include 100 hours of administrative experience in 12 major areas of school administration as outlined in the EDAS Manual at <http://fld94.alsnet.peachnet.edu/~bblock>. Or <http://168.18.231.17> Each student prepares an experience diskette reflecting all experiences. Weekly logs and reports are submitted over the Internet.

EDAS 5570 – School Business Management 3(13-0)

A study of business procedures and functions involved in managing school system budget, budget control, taxes, QBE, salary scheduling, inventories, accounting and bus transportation.

EDAS 5573 – School Personnel Administration 3(13-0)

A study of the criteria for recruitment, selection, and placement of personnel, orientation of new personnel, administration/teacher relationships, codes of ethics, certification and other related practices involved in staff and faculty relationships.

EDAS 5578 – Review of Literature in School Supervision 3(13-0)

A critical review and evaluation of research and writings in the field of educational supervision.

EDAS 5580 – School Discipline Problems 3(13-0)

Students analyze school climate, school discipline, school safety, and control of violence. The course focuses on constructing plans for controlling violence, safety, improving attendance, and reducing tardiness. As opposed to classroom management the course concentrates on school-wide management.

EDUCATION SPECIALIST DEGREE IN EDUCATIONAL LEADERSHIP

The Education Specialist Program (Ed.S) in Educational Leadership includes a personalized set of field and academic experiences designed to assist students in developing a high level of knowledge and skills as school principals, curriculum directors, subject area supervisors, central school district administrators, and supervisory staff members. Where school principals are concerned, students are not only prepared for basic managerial and instructional leadership responsibilities, but they also have opportunities to specialize in a more narrowly defined area of instructional management. The program design facilitates this by uniquely configuring both academic and field experiences for each student to emphasize the student's desired specialization.

The program is designed for persons who have earned a Master's Degree and hold or aspire to hold an Educational Leadership position that requires State of Georgia Level 6 certification. A minimum of 27 semester hours of graduate credit beyond the Master's Degree is required to complete the program. Only those courses taken after admission to the Ed.S. Program may be used to fulfill the requirement of the Ed.S. Degree, which includes applicable transfer credits. Credit usable in the planned program must not be more than six calendar years old at the time the degree is completed. A maximum of six semester credit hours of transfer credit from an approved institution offering the Ed.S. Degree may be approved for inclusion in the planned Ed.S. Program.

Admission Requirements

A student desiring to pursue an Education Specialist Degree in Educational Leadership must present an acceptable score on the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT)(See Below). Graduate work taken prior to admission to the Ed.S. program will not be counted toward Ed. S. Degree requirements.

1. The applicant must have completed a Master's Degree at an accredited or approved institution.
2. Applicants must possess certification equivalent to the State of Georgia's Level five certification (e.g. L-5, SC-5, or T-5).
3. If the Master's Degree is not in Educational Leadership, or the applicant does not hold the Level 5 certificate, the applicant may be required to complete work at the Master's Degree level in Educational Leadership in addition to the 27 semester hours required for the Ed. S. Degree in Educational Leadership.
4. Applicants must earn a 3.00 GPA on a 4.0 scale for graduate work completed.



5. Applicants are required to make a minimum score of 850 on the Graduate Record Examination (GRE) or 44 on the Miller Analogies Test (MAT).

Admission by Appeal

Students who do not meet the admission criteria may appeal for admission to the Graduate Admission Committee in the College of Education. Information for appeals is available from the Graduate Coordinator in the College of Education.

Advisement

After the student has been admitted to the Ed.S. program, the Departmental Chairperson will appoint an advisor. The advisor will assist the student in developing an individualized program for the student to meet the degree program requirements.

The student and advisor will sign the program check sheet. A copy of the check sheet will be filed with the Graduate Coordinator and with the Graduate School.

Application for Graduation

The student must complete an Application for Degree Form with the Registrar's Office in advance of completing all course requirements. Only credits with grades of "B" or better are usable in the Ed.S. degree program. The student's Ed.S. program must include a minimum of 27 graduate semester hours of credit beyond the Master's degree in Educational Leadership; 18 of these 27 graduate semester hours of course work must be in Educational Leadership. A three (3)-semester hour graduate field experience culminating in a research project is required. Except for a maximum of six semester hours of transfer work, all credits used in the Education Specialist Program must be earned at Albany State University. After the student has been admitted to the Ed.S. program, the department chairperson will appoint an advisor. The advisor will assist the student in developing an individualized program of study consistent with the student's professional objectives and the requirements of the program.

Students are responsible for making application for graduation after completing 15 semester hours of course work. The advisor must certify through the audit process with the Registrar that:

1. The applicant has been fully admitted to the Ed.S. program.
2. The applicant has made satisfactory progress in a planned program of study and that the major professor approves the program of study.

Program Completion

To be eligible for the Ed.S. degree and recommendation for the L-6 certification by Albany State University, the student must meet all of the following requirements:

1. Only those courses taken after admission to the Ed.S. program may be used to fulfill the requirements of the Ed.S. Degree. This includes transfer credits.
2. Credits usable in the planned program must not be older than six calendar years at the time that the degree is completed.
3. A maximum of six semester hours of transfer credits from an approved institution offering the Ed.S. degree may be approved for inclusion in the planned Ed.S. program. Such credits must be approved by the Program Coordinator.
4. The student must complete an Application for Degree Form one semester in advance of completing all course requirements.
5. Only credits with grades of "B" or better are accepted in the Ed.S. program.
6. The student's Ed.S. program must include a minimum of 27 graduate semester hours of course work, which must be in educational leadership, administration and supervision or related areas.
7. Three semester hours of graduate field experience culminating in a research project orally defended before the educational leadership faculty is required.
8. Except for a maximum of 6 semester hours of transfer work, all credits used in the Ed.S. program must be earned in residence at Albany State University.
9. The student must earn a passing score on the Praxis II examination in Education Leadership.

Degree Program

The total degree program of a student will be structured using five components. Twenty-seven semester credit hours are required for the Ed.S. degree in Educational Leadership



Program Components

Area A - Nature of the Learner

3 hrs

- EDAS 6785 Improvement of Instruction
- EDAS 6643 Issues and Theories of Supervision
- EDAS 6781 Seminar in Educational Leadership

Area B - Programs and Problems of the School

3 hrs

- EDAS 6651 Educational Facilities Planning
- EDAS 6681 Recent Trends in Supervision
- EDAS 6685 School and Community Relations
- EDUC 7700 Foundations in Education

Area C - Major Area

15 hrs

- EDAS 6643 Issues and Theories in Supervision
- EDAS 6648 Economics of Education
- EDAS 6651 Educational Facilities Planning
- EDAS 6670 School Finance
- EDAS 6681 Recent Trends in Supervision
- EDAS 6685 School and Community Relations
- EDAS 6709 Leadership Field Experience *
- EDAS 6710 The Superintendent
- EDAS 6711 Software Systems in Educational Administration
- EDAS 6733 Educational Policy
- EDAS 6781 Seminar in Educational Leadership
- EDAS 6785 Improvement of Instruction

Area D - Research

3 hrs

- EDUC 7701 Advanced Educational Research**

Area E - Electives

3 hrs

Total Hours Required 27 hrs

* Required course

** Prerequisite for EDAS 6709

COURSE DESCRIPTIONS

EDAS 6600 – Concepts and Practices of Educational Leadership 3(3-0)

A study of the functions of the educational administrator (supervisor) using simulated materials and case studies.

EDAS 6643 – Issues and Theories of Supervision 3(3-0)

Students analyze supervisory behavior and responsibilities and consider trends and issues in system supervision.

EDAS 6648 – Economics of Education 3(3-0)

An analysis of the economics of education and the effects of education on the economy is conducted. Revenue, expenditure, indebtedness and fiscal problems are treated from a theoretical frame of reference with application to the three-level system of government.



EDAS 6651 – Educational Facilities Planning 3(3-0)

A study of methods and procedures for writing educational specifications and related areas of educational planning is organized. Consideration is given to controlling learning environments, adding flexibility, selecting furniture and selecting and maintaining equipment.

EDAS 6670 – School Finance 3(3-0)

Students examine theories of financing public elementary and secondary schools with special attention to the Georgia mode. Basic overview of taxation and bond issues is reviewed.

EDAS 6675 – Review of Literature in Administration 3(3-0)

A critical review and evaluation of research and writings in the field of educational administration is presented.

EDAS 6678 – Review of Literature in Supervision 3(3-0)

A critical review and evaluation of research and writings in the field of educational supervision is presented.

EDAS 6681 – Recent Trends in Supervision 3(3-0)

Recent trends in supervision are reviewed. The identification of problems arising in the practice of supervising as well as the evaluation procedures in today's schools will be presented.

EDAS 6685 – School and Community Relations 3(3-0)

Students study school-community relations and their impact on the school operation. Emphasis is on the influence of the social forces on the school.

EDAS 6700 – Advanced Personnel Administration 3(3-0)

Students focus on problems of needs analysis, recruitment, policy development, evaluation, certification and welfare of instructional personnel.

EDAS 6709 – Leadership Field Experience 3(3-0)

Planned research experiences of at least 120 clock hours of administration and/or instructional leadership in an elementary school, secondary school or central office under a practicing administrator or supervisor. A publishable action research project is required. *Prerequisite: prior advisor approval.*

EDAS 6710 – The Superintendent 3(3-0)

This course is an intensive study of the research literature on the school superintendent. Executive leadership responsibilities, roles and styles with inferences on superintendent/school board relationship are considered.

EDAS 6711 – Software Systems in Educational Administration 3(3-0)

Students examine administrative computer software currently used in Georgia school systems such as pupil accounting, grade reporting, grade posting, food service accounting, class scheduling, discipline records, communication systems, multimedia presentation systems, activity fund accounting, general fund accounting, personnel records, purchasing, bus scheduling, maintenance and repair scheduling payroll, budgeting, and balance sheet preparation.

EDAS 6725 – Instructional Supervision 3(3-0)

From the context of a school building, this course considers techniques of helping teachers improve instructional outcomes. Includes teacher-supervisor relationship, teacher motivation and evaluation supervision.

EDAS 6733 – Educational Policy 3(3-0)

The process of policy development at the local and state levels and the influences of social, economic and political factors are studied.

EDAS 6740 – Urban Life and Educational Leadership 3(3-0)

Designed to study living conditions of children in diverse communities and the problems of teacher, child and family motivation, this course focuses on urban life.


EDAS 6760 – Administration and Supervision of Special Education 3(3-0)

Graduate students will analyze specialized skills required to organize, equip, staff, supervise and manage programs for exceptional children within the framework of legal and environmental requirements.

EDAS 6768 – Field Experience in Supervision 3(3-0)

Students acquire supervised experience under a practicing supervisor. Experience is confined to one instructional area and includes at least 100 clock hours in elementary or secondary schools.

EDAS 6781 – Seminar in Educational Leadership 3(3-0)

Selected problems and issues in administration and supervision are studied.

EDAS 6785 – Improvement of Instruction 3(3-0)

Taught from the context of the building principal, this course considers problems and techniques of improving the results of school instruction.

EDAS 6790 – Field Experience in Supervision Program for Exceptional Children 3(3-0)

A supervised experience under a practicing director of special education will be provided. Included is a survey of federal and state policies and reporting requirements for the handicapped and at least 120 clock hours in elementary or secondary schools.

EDAS 6799 – Thesis in Educational Administration & Supervision 3(3-0)

Graduate students research a scholarly project; develop a proposed plan of completion and write the thesis. The advisor must approve the topic and proposal.

ENGLISH EDUCATION

The English Education Program (M.Ed.) is a fifth-year course of study for advanced preparation of secondary teachers of English and for others desiring to study in the field. The program requires a total of 36 semester hours, a minimum of 21 hours in graduate English courses, including ENGL 5500 and 15 hours in courses in education or related fields. Students must remain in good academic standing in the program and are required to pass a written comprehensive exam at the end of their course of study. The program provides an opportunity for students to strengthen strategic areas of preparation and relate coursework to classroom teaching and learning experiences.

Objectives of the Program

1. To increase the English teacher's knowledge of American and English literature, literary genres and literary criticism, including awareness of minority and adolescent literature.
2. To enhance the English teacher's knowledge and understanding of language learning and their relationships to various styles of teaching and learning.
3. To improve the English teacher's competence in teaching communication.
4. To improve the English teacher's understanding of and competence in developing effective curricula for secondary English.
5. To offer a sequential, holistic program of study which will strengthen strategic areas in the preparation of the secondary English teacher and provide opportunities for exploration of problems in teaching and learning English at the secondary level.
6. To provide an opportunity for the English teacher to increase competence in other fields related to English, i.e., drama, speech, and reading.

Admission to the Program

Admission to the English Education Program requires an undergraduate degree in English Education, or the equivalent, from an accredited college and satisfactory scores on the Graduate Record Examination. When students lack a sufficient background in English, they may be required to take additional undergraduate courses before beginning the M.Ed. program in English education. Students are also governed by the general admission procedures and requirements for the M.Ed. degree program, and they may matriculate in the English Education Program under the same categories of admission.



PROGRAM OF STUDY

Area A - Nature of the Learner and Learning Problems (Minimum of 3 semester hours)

3 hrs

SPED	5501	Exceptional Children and Youth
PSYC	5509	Introduction to Behavior Modification
PSYC	5515	Educational Psychology
PSYC	5520	Developmental Psychology
PSYC	5530	Adolescent Psychology
PSYC	5552	Conditions of Learning
PSYC	5555	Theories of Learning

Area B - Programs and Problems of the School (Minimum of 3 semester hours)

3 hrs

EDUC	5504	History of Education
EDUC	5509	Philosophy of Education
EDUC	5517	Methods and Materials of Language, Literature and Composition*
EDUC	5524	Methods and Materials in Teaching English in the Secondary School**
EDUC	5526	Linguistics and the Teaching of English
EDUC	5528	Teaching Composition in the Secondary School**
EDUC	5538	Curriculum Planning*
EDUC	5540	Curriculum Principles
EDUC	5504	Methods and Materials of Reading in the Secondary School***
EDUC	5593	Internship I - Internship in the Secondary School
EDUC	5594	Internship II - Internship in the Secondary School
EDUC	5595	Internship III - Internship in the Secondary School

Area C - The Teaching Field (Minimum of 21 semester hours)

21 hrs

ENGL	5101	Bibliography and Research Methods**
ENGL	5304	History of the English Language***
ENGL	5600	Shakespeare
ENGL	5601	Restoration and Eighteenth Century Literature
ENGL	5602	Tudor Poetry and Prose
ENGL	5608	Literary Criticism**
ENGL	5621	Literature of the Seventeenth Century
ENGL	5642	Romanticism
ENGL	5651	Victorian Poetry and Prose
ENGL	5652	Victorian Fiction
ENGL	5707	American Fiction
ENGL	6150	Advanced Exposition for Teachers**
ENGL	6309	Introduction to Linguistics
ENGL	6312	Advanced Grammar and Syntax
ENGL	6607	Chaucer
ENGL	6621	Old English Literature
ENGL	6950	Modern Drama



ENGL 6670	Modern British Literature
ENGL 6780	American Poetry
ENGL 6781	Early American Literature
ENGL 6783	American Romanticism
ENGL 6784	American Realism and Naturalism
ENGL 6785	Southern Literature
ENGL 6786	Modern American Fiction
ENGL 6789	Major American Writers
ENGL 6790	Afro-American Literature
ENGL 6792	Afro-American Novel
ENGL 6794	Afro-American Drama
ENGL 6796	Contemporary Literature**
ENGL 6950	Modern Drama

Area D - Research (Minimum of 3 semester hours)

3 hrs

EDUC 5500	Educational Statistics***
EDUC 5501	Educational Research**

Area E - Related Areas (Minimum of 3 semester hours)

3 hrs

EDUC 5513	Social Dialects and Language Learning*
EDUC 5516	Critiques of Children's Literature
EDUC 5518	Methods and Materials of Language Arts in the Elementary School
EDUC 5524	Methods and Materials in Teaching of English
EDUC 5525	Teaching English as a Second Language
EDUC 5576	Problems of Teaching Composition
ENGL 5514	Literature for Middle Childhood
ENGL 5515	Adolescent Literature*
ENGL 5519	Language Study for Middle Childhood
ENGL 5523	Oral and written Composition for Middle Childhood

Area F - Electives

MEED 5500	Introduction to the Selection of Print and Non-Print Materials
MEED 5530	Selection and Utilization of Media

* Program must include one of these courses

** Required course

*** Required unless previously fulfilled

Total Hours Required 36 hours

DEGREE PROGRAMS



COMPREHENSIVE EXAMINATION POLICIES

I. Objectives of the Comprehensive Examination in English require the student to:

- A. Demonstrate an acceptable knowledge of research methods in English, resources for English studies and approaches to literary criticism, including the ability to apply these in research.
- B. Demonstrate a general knowledge of the bodies of American and English literature and specific knowledge of the literary periods in which courses have been taken.
- C. Demonstrate an acceptable level of mastery of written communication skills. Students preparing to take the comprehensive examination in English may secure copies of previous examination questions from the department.

II. Number of Hours and Academic Average Required:

A student must have completed (or be completing) 33 semester hours and have an overall average of "B" before being eligible to take the comprehensive examination in English. Additionally, the student should have completed (or be completing) the 21 semester hours required in the teaching field (Area C).

III. Required Courses:

A student must have completed (or be completing) the following required courses in the teaching field (Area C) before being eligible to take the comprehensive examination in English:

ENGL 5500	Bibliography and Research Methods	3 hrs
ENGL 5508	Literary Criticism	3 hrs
ENGL 5615	Advanced Exposition for Teachers	3 hrs
	Two American Literature courses	6 hrs
	Two English Literature courses, one of which must be pre-1900	6 hrs

IV. Number of Attempts

A student is eligible to take the comprehensive examination in English three times prior to termination from the program.

Evaluation of Comprehensive Examination in English

A committee of faculty members who teach graduate courses in the Department evaluates the comprehensive examination in English. A student who takes the examination receives either a pass or fail and must pass all parts of the examination, demonstrating competence in each area.

Reexamination

A student who fails any portion of the examination must retake the entire examination; however, no additional course work is required.

COURSE DESCRIPTIONS

ENGL 5500 – Bibliography and Research Methods 3(3-0)

Various approaches to literary scholarship, methods of research and formal logic are required and should be taken the first semester of study, if possible.

ENGL 5501 – Restoration and Eighteenth Century Literature 3(3-0)

Poetry and prose of the restoration and neoclassical periods with emphasis on the study of such figures as Dryden, Pope, Swift and Johnson.

ENGL 5502 – Romanticism 3(3-0)

Study of the general literary tendencies and thought of the period with emphasis on Wordsworth, Coleridge, Byron, Shelley and Keats.



- ENGL 5504 – History of the English Language** 3(3-0)
 The development of the English language since the fifth century, emphasizing the philological changes which have occurred.
- ENGL 5506 – Literature of the Seventeenth Century** 3(3-0)
 Literary tendencies and thought of the period with emphasis on the production of Donne, Jonson, Bacon, Herbert, Marvell and Milton.
- ENGL 5507 – American Fiction** 3(3-0)
 Development of American fiction. Various major novelists, writers of short stories and periods may be emphasized.
- ENGL 5508 – Literary Criticism** 3(3-0)
 Origin and development of the basic principles of literary theory.
- ENGL 5510 – Shakespeare** 3(3-0)
 Representative tragedies, comedies and history plays and the major critical problems in these works.
- ENGL 5514 – Literature for Middle Childhood** 3(3-0)
 Wide reading and critique of literature for middle grades youth.
- ENGL 5515 – Adolescent Literature** 3(3-0)
 Study of literary instruction and of selected literary works, including drama, short story, poetry, essay and novel.
- ENGL 5519 – Language Study for Middle Childhood** 3(3-0)
 Focuses on the language arts instructional program for early adolescent students.
- ENGL 5523 – Oral and Written Composition for Middle Childhood** 3(3-0)
 Focuses on the transactional elements of language including vocabulary and semantics, listening, speaking, written composition and the mechanics of written language.
- ENGL 5532 – Tudor Poetry and Prose** 3(3-0)
 Critical study of the works of major figures including More, Wyatt, Surrey and Sidney.
- ENGL 5603 – Victorian Poetry and Prose** 3(3-0)
 Major authors including Tennyson, Browning, Arnold, Carlyle and Ruskin.
- ENGL 5605 – Victorian Fiction** 3(3-0)
 Critical examination of works by the major Victorian novelists including Dickens, Trollope and Eliot.
- ENGL 5606 – Chaucer** 3(3-0)
 The major works of Chaucer, with some attention given to his language and historical background of the age.
- ENGL 5609 – Introduction to Linguistics** 3(3-0)
 Introduction to the principles of linguistic theory and analysis. Fundamentals of major approaches to the study of phonology, morphology and syntax.
- ENGL 5612 – Advanced Grammar and Syntax** 3(3-0)
 Study of modern English grammar; especially recommended for teachers.
- ENGL 5615 – Advanced Exposition** 3(3-0)
 Techniques of exposition, including structures, research methodology and rhetorical principles.



- ENGL 5621 – Old English Literature** **3(3-0)**
Study of works from the earliest period of English literature with emphasis on Beowulf. Some attention will be given to the Old English language.
- ENGL 5650 – Modern Drama** **3(3-0)**
Major trends in modern drama with readings in English, American and European dramatists.
- ENGL 5670 – Modern British Literature** **3(3-0)**
Major works of the twentieth century with emphasis on either fiction or poetry.
- ENGL 5680 – American Poetry** **3(3-0)**
Development of American poetry. Various major poets and periods may be studied.
- ENGL 5681 – Early American Literature** **3(3-0)**
Writings from the seventeenth and eighteenth centuries. Attention given to historical background.
- ENGL 5683 – American Romanticism** **3(3-0)**
Prose and poetry of such key figures as Hawthorne, Melville, Poe, Emerson, Thoreau and Whitman.
- ENGL 5684 – American Realism and Naturalism** **3(3-0)**
Important writers of the period 1865-1914 including Twain, James, Howells and Crane.
- ENGL 5685 – Southern Literature** **3(3-0)**
Study of important writers in the literature of the South.
- ENGL 5686 – Modern American Fiction** **3(3-0)**
Major trends in the development of the American novel with intensive study on one of two novelists of the twentieth century.
- ENGL 5689 – Major American Writers** **3(3-0)**
Intensive study of one or more of the following authors: Emerson, Thoreau, Poe, Hawthorne, Melville, Whitman, Dickinson, Twain, Crane, Henry, James, O'Neill, Hemingway, Faulkner, Williams and Stevens.
- ENGL 5690 – Afro-American Literature** **3(3-0)**
A survey of Afro-American writings from the eighteenth century through the twentieth century with emphasis on major writers and literary and cultural traditions.
- ENGL 5692 – Afro-American Novel** **3(3-0)**
Critical and interpretive study of fiction by Afro-American novelists of the twentieth century.
- ENGL 5694 – Afro-American Drama** **3(3-0)**
A study of the developments in dramas by Afro-Americans since 1900, including influences and counter-influences.
- ENGL 5696 – Contemporary Literature** **3(3-0)**
Major writers and trends of world literature in English since World War II, including the literary genius of western and non-western cultures.



HEALTH AND PHYSICAL EDUCATION

The M.Ed. in Health and Physical Education leads to Level 5 certification and prepares students in traditional and innovative methods of teaching physical education and health. Successful new methods of teaching motor skills, conditioning, research, and coaching are incorporated into each course within the graduate curriculum.

Program of Study

Area A - Nature of the Learner (Minimum of 3 semester hours)

- PSYC 5515 Educational Psychology
- PSYC 5552 Conditions of Learning
- EDUC 5553 Psychology of Inner City Child
- EDUC 5556 Psychology of Exceptional Child

Area B - Programs and Problems of the School (Minimum of 3 semester hours)

- EDUC 5504 History of American Education
- EDUC 5509 Philosophy of Education
- EDUC 5510 Sociology of Education
- EDUC 5538 Curriculum & Planning, Elementary & Secondary
- EDUC 5540 Curriculum Principles

Area C - Teaching Field (Minimum of 21 semester hours)

- HPED 5532 Environmental Health Aspects
- HPED 5578+ Concepts in Health and Education
- HPED 5579 Sex Education
- HPED 5580+ Drug Education
- PEDH 5520 Foundations and Trends in Physical Education
- PEDH 5522 Cultural Aspects of Sports
- PEDH 5527 Motor Learning
- PEDH 5536 Facilities and Equipment
- PEDH 5541 Health and Physical Education for Young Child
- PEDH 5550* Physiology of Fitness
- PEDH 5551* Mechanical Analysis of Human Motion
- PEDH 5555 Measurement in Physical Education
- PEDH 5581 Directed Reading and Research in Physical Education
- PEDH 5583 Research Design
- PEDH 5596* Seminar I

Area D - Educational Research and Statistics (Minimum of 3 semester hours)

- EDUC 5500* Educational Statistics
- EDUC 5501* Educational Research

Area E - Electives (Minimum of 6 semester hours)

- * Courses required unless previously fulfilled
- + Three of four courses required
- ++ Six hours must be in a supportive area (Health)



COURSE DESCRIPTIONS

- HPED 5532 – Environmental Health Aspects** 3(3-0)
Analysis of health practices as they relate to environmental health problems including population control, pollution, drugs, alcohol and tobacco.
- HPED 5578 – Concepts in Health and Education** 3(3-0)
Study of problems and issues directly relating to school and community health.
- HPED 5579 – Sex Education** 3(3-0)
Study of problems and issues directly relating to the physical, emotional and behavioral aspects of sex.
- HPED 5580 – Drug Education** 3(3-0)
Study of the problems and issues directly relating to the use and abuse of drugs in our society.
- PEDH 5520 – Foundations and Trends in Physical Education** 3(3-0)
Study of the historical, psychological, sociological, anatomical and physiological foundations of education as they relate to physical education and program design.
- PEDH 5522 – Cultural Aspect of Sports** 3(3-0)
Study of the social nature of sports and its relationship to leisure and culture.
- PEDH 5527 – Motor Learning** 3(3-0)
Study of the laws of learning as they relate to the acquisition of motor skills.
- PEDH 5528 – Psychology of Physical Activity** 3(3-0)
An analysis of psychological principles underlying the teaching and performance of sport and physical activity.
- PEDH 5536 – Facilities and Equipment** 3(3-0)
Study of the planning, equipping and utilization of a health education facility.
- PEDH 5541 – Health and Physical Education For The Young Child** 3(3-0)
Advanced course which investigates the importance of functional movement in early childhood. Experiences in movement education and health-oriented topics will be provided.
- PEDH 5550 – Physiology of Fitness** 3(3-0)
Study of the effects of muscular activity, work energy, mechanical efficiency, fatigue and training, and physiological tests of fitness.
- PEDH 5551 – Mechanical Analysis of Human Motion** 3(3-0)
Study of the anatomical and mechanical fundamentals of human motion with special application to physical education activities.
- PEDH 5555 – Measurement In Physical Education** 3(3-0)
Study of current testing procedures in physical education. Emphasis is placed on evaluation and interpretation of test results as they apply to the individual's abilities, capacities and needs.
- PEDH 5565 – Physical Education and The Handicapped Child** 3(3-0)
Study of motor pattern development for individuals demonstrating specific handicaps including neurological, visual, auditory, speech and orthopedic deviations.
- PEDH 5581 – Directed Reading and Research in Physical Education** 3(3-0)
Designed to assist the student in exploring specific areas of interest.



PEDH 5583 – Research Design **3(3-0)**

Study of current research in physical education with emphasis on basic methodology employed. Includes the development of a pilot study prospectus.

PEDH 5596 – Seminar I **3(3-0)**

Personal assessment relative to the student's educational goals and professional competencies along with an analysis of current physical education programs in urban and rural settings.

PEDH 5599 – Master's Thesis **3(3-0)**

Independent research done by the student.

MATHEMATICS EDUCATION

The M.Ed. degree in Secondary Education with a concentration in Mathematics leads to LEVEL 5 certification in mathematics. A student enrolling in this program is expected to hold a baccalaureate-level certification. This program requires a minimum of 36 semester hours of graduate work and successful completion of a comprehensive examination in the area of mathematics. Students must confer with their advisor to design a planned program, which may include undergraduate courses, as needed, to remedy the lack of preparation in mathematics as determined by the Graduate Committee in the Department of Mathematics and Computer Science.

The objectives of the Master of Education program in Mathematics Education are: (1) to provide the students with in-depth knowledge of Mathematics in the areas of algebra, analysis and geometry and their applications; (2) to provide training in the use of technology and educational research in the teaching and learning of mathematics; and (3) to prepare students to use and promote logical thinking skills and problem solving strategies in the teaching and learning of mathematics.

Degree Requirements

1. The Master of Education in Secondary Education with concentration in mathematics requires a minimum of 36 semester hours of graduate course work, at least 27 semester hours of which are taken at Albany State University.
2. The successful completion of a comprehensive examination is a requirement in all Master's degree programs.
3. At least an overall average of "B" in all the mathematics courses in the graduate program is a prerequisite for taking the comprehensive examination in Mathematics.

Regular Admission

Regular admission to the M.Ed. program with concentration in mathematics requires that an applicant have an undergraduate degree in Mathematics or Mathematics Education and have satisfied the regular general admission requirements for admissions set by the College of Education at Albany State University. The student must have a 2.5 minimum overall undergraduate grade point average and a minimum standardized test score of 800 on the aptitude portion of the GRE. In addition, a student who lacks preparation in Mathematics is required, as a prerequisite to graduate admission, to take undergraduate mathematics courses as determined by the Graduate Committee in the Department of Mathematics and Computer Science.

Provisional Admission

The student is admitted provisionally if some conditions are placed on their status because of grade point average, standardized test scores or lack of academic preparation in the subject area. A student who lacks sufficient preparation in mathematics is required as a prerequisite, to complete specific undergraduate mathematics courses, as determined by the Graduate Committee in the Department of Mathematics. No graduate credit is given for courses taken at the undergraduate level. A minimum of 3.00 grade point average is required for the satisfactory completion of the prerequisite courses. Additionally, the student must complete nine semester hours of study at the graduate level with an average of "B" or better before he is granted regular admission to the program.

Non-Degree Admission

Students may enroll with this status to complete course work for either certification renewal, add-on certification purposes or personal enrichment provided they satisfy the prerequisite requirements for the course. No more than nine semester hours of credit earned in this category may subsequently be applied toward meeting the requirements of the Master's degree.



Student Advisement and Program Planning

A graduate advisor in the Department of Mathematics and Computer Science must approve in advance all courses taken through the teacher education program. Students, evaluated by the department and found to be lacking sufficient preparation for the graduate courses in mathematics, are required to take the necessary prerequisites as determined by the Graduate Committee in the Department of Mathematics and Computer Science.

Area A - Nature of the Learner (Minimum of 3 semester hours)

- PSYC 5515 Educational Psychology
- PSYC 5552 Conditions of Learning
- SPED 5501 Exceptional Children and Youth**

Area B - Programs and the Problems of Schools (Minimum of 3 semester hours)

- EDUC 5509 Philosophy of Education
- EDUC 5538 Curriculum Planning
- EDUC 5533 Methods and Materials in Teaching Secondary School Mathematics
- EDUC 5531 Mathematics Concepts for Secondary School Mathematics

Area C - Teaching Field (Minimum of 18 semester hours)

- MATH 5111 Theory of Numbers
- MATH 5112 Linear Algebra**
- MATH 5113 Modern Algebra I*
- MATH 5114 Modern Algebra II
- MATH 5211 Fundamental Concepts of Analysis I*
- MATH 5212 Fundamental Concepts of Analysis II
- MATH 5311 Geometry for Teachers**
- MATH 5312 Foundations of Geometry*
- MATH 5313 Modern Geometry*

Area D - Research (Minimum of 3 semester hours)

- EDUC 5501 Educational Research*
- MATH 5412 Methods of Statistical Analysis**

Area E - Electives (Minimum of 3 semester hours)

(Courses may be chosen from either the following courses or from courses in area C above).

- MATH 5202 Technology Oriented Mathematics
- MATH 5213 Complex Analysis
- MATH 5214 Differential Equations
- MATH 5215 Numerical Analysis
- MATH 5414 Introduction to Operations Research
- MATH 5509 Programming in BASIC for teachers
- MATH 5670 Special Topics in Mathematical Sciences

* Required course

** Required if not previously fulfilled at the undergraduate or graduate level.

Total Hours Required36 hours



COURSE DESCRIPTIONS

MATH 5011 – Foundations of Arithmetic for Teachers I** 3(3-0)

Sets, whole numbers, fractions, elementary number theory, algorithms, elementary geometry and a study of the metric system. Designed for teachers of grades K-four.

MATH 5012 – Foundations of Arithmetic for Teachers II** 3(3-0)

Numeration systems; elementary number theory; rational numbers; real numbers; basic algorithms; graphs and measurements. For teachers of grades four to eight.

MATH 5110 – Algebraic Structures for Teachers*** 3(3-0)

Elementary study of the properties of groups, integral domains and fields. *Prerequisite: 5011 or consent of instructor.*

MATH 5111 – Theory of Numbers 3(3-0)

Properties of integers, divisibility, congruence of numbers. LaGrange's theorem, residues and Diophantine equations. *Prerequisite: graduate standing.*

MATH 5112 – Linear Algebra 3(3-0)

Vector spaces and linear transformations. Other topics include equations, matrices, determinants, characteristic values, the special theorem, linear functions and dual space. *Prerequisite: graduate standing.*

MATH 5113-5114 – Modern Algebra I & II 6(3-0)

Groups, permutation groups, finite groups, group mappings, rings, ideals, quotient rings, fields, finite fields, polynomial rings, field extensions, vector spaces, dual spaces, algebra of linear transformations. *Prerequisite: graduate standing.*

MATH 5202 – Technology-Oriented Mathematics 3(3-0)

Applications of mathematical software and graphic calculators in doing and teaching mathematics. Problem solving and simulations using software such as Mathematics, Maple V, Math Lab and statistical packages.

MATH 5211-5212 – Fundamental Concepts of Analysis I & II 6(3-0)

Sets and functions, real number system, topological concepts in real Cartesian spaces, sequences, limits, continuity, uniform continuity, differentiation and integration, convergence, uniform convergence. *Prerequisite: graduate standing.*

MATH 5213 – Complex Analysis 3(3-0)

Complex numbers, analytic functions, complex series, Cauchy's theory, residue calculus and conformal mappings. *Prerequisite: MATH 5211.*

MATH 5214 – Differential Equations 3(3-0)

Ordinary differential equations of first and higher order, solutions in series, Laplace transforms numerical solutions. *Prerequisite: MATH 5213.*

MATH 5215 – Numerical Analysis 3(3-0)

Nature of error, Gaussian elimination for linear systems; iteration, Newton's method, steepest descent for nonlinear systems, zeros of polynomials and interpolation. *Prerequisite: MATH 5211 or consent of instructor.*

MATH 5311 – Geometry for Teachers*** 3(3-0)

Points, lines, planes, parallel and perpendicular lines, congruence, similarity, measurement, constructions, space figures, analytical geometry and non-Euclidean Geometry. *Prerequisite: MATH 5011 or consent of instructor.*

MATH 5312 – Foundations of Geometry 3(3-0)

Euclidean and non-Euclidean geometry, including incidence, order and the parallel postulate. *Prerequisite: MATH 5311 or consent of the instructor.*

MATH 5313 – Modern Geometry 3(3-0)

An algebraic approach to geometry using vectors and transformations. For secondary teachers. *Prerequisite: MATH 5311 or consent of the instructor.*

DEGREE PROGRAMS



MATH 5314 – Introduction to Point Set Topology 3(3-0)

Set theory, general topological spaces, product spaces, sequences, compactness, connectedness, metric spaces and Tychonoff theorem. *Prerequisite: MATH 5211.*

MATH 5410 – Probability and Statistics for Teachers* 3(3-0)**

Probability, gathering and recording data, construction and use of tables, tabulating and graphing percentiles, mean and standard deviation, frequency distributions, normal distribution and statistical interference correlation. *Prerequisite: consent of instructor.*

MATH 5412 – Methods of Statistical Analysis 3(3-0)

Estimation and inference using basic probability distributions, analysis of variance, analysis of covariance, regression, correlation and basic experimental design. *Prerequisite: a previous course in statistics.*

MATH 5414 – Introduction to Operations Research 3(3-0)

Linear programming, the simplex method, network theory, games theory, Markov analysis; other topics including inventory analysis and queuing theory. *Prerequisite: graduate standing.*

MATH 5511 – History of Mathematics 3(3-0)

Growth and development of the discipline of mathematics from antiquity to modern times. Special emphasis given to the evolutionary character of the principal ideas of modern mathematics.

MATH 5670 – Special Topics in Mathematical Sciences 3(3-0)

An exploration of special topics of current interest in the mathematical sciences. *Prerequisite: consent of instructor.*

*** No credit is given towards the graduate program in Mathematics Education.

MIDDLE GRADES EDUCATION

The basic objective of the Masters of Education program in Middle Grades Education is to provide teachers with the opportunity to:

1. Compare their teaching practices with current research-based practices and make changes where necessary;
2. Extend their knowledge and skills in a chosen area of educational interest;
3. Present intellectually challenging thoughts and practices to students;
4. Integrate new materials and methods of teaching into students' teaching repertoire;
5. Encourage interest in conducting research;
6. Increase competencies in research techniques; and
7. Increase students' ability to recognize relevant research, which they can use to become more effective in their classrooms.

As students progress through the program, they should increasingly incorporate the following six characteristics/traits into their interpersonal skills: facilitation, humanness, knowledgeable, motivation, multiculturalism, and solution generation. As the program builds the desire to strengthen these traits, it reinforces the following key components of a middle school:

1. A curriculum that is challenging, integrative, and exploratory;
2. Varied teaching and learning approaches;
3. Assessment and evaluation that promotes learning;
4. Flexible classroom organization structures;
5. Instruction which fosters health, wellness, safety; and
6. Comprehensive guidance and support services.

This program leads to the LEVEL 5 certification in Middle Grades Education and is designed to prepare teachers to work with children in grades four through eight.



PLANNED DEGREE PROGRAM

Area A - Nature of the Learner (Minimum of 3 semester hours)

PSYC 5530	Adolescent Psychology	
EDUC 5509	Philosophy of American Education	
MGED 5541	Nature and Needs of the Middle Grade Student	.....3 hr

Area C - Teaching Field (Minimum of 3 semester hours)

15 hrs

(9 semester hours in the primary concentration field and 6 semester hours in the secondary field.)

Required Courses For Primary Concentrations

(For the secondary concentration, students may take any two classes under their secondary area.)

Mathematics

EDUC 5532	Methods/Materials for Teaching Math in MG
EDUC 5530	Math Concepts in Middle Childhood Education
MATH 5509	Program in Basic for Teachers

Language Arts

EDUC 5520	Language Arts Concepts for Middle Childhood
READ 5503	Improving Reading Instruction for Middle School
ENGL 6615	Advanced Exposition for Teachers

Science

EDUC 5570	Strategies of Instruction in Science
EDUC 5572	Methods/Materials for Teaching Science in Middle Grades
PHYC 5550	Earth Science

Social Science

SSCI 5580	Social Studies Concepts and Issues
SSCI 5582	Young Child and His or Her Culture
SSCI 5583	Social Studies for Global Understanding

Area D - Research (Minimum of 6 hours)

6 hrs

EDUC 5501	Educational Research
EDUC 5500	Educational Statistics

Area E - Middle Grades Electives (Minimum of 6 hours)

6 hrs

EDUC 5502	Action/Classroom Research
EDUC 5540	Curriculum Principles
PSYC 5515	Educational Psychology
SPED 5501	Exceptional Children
SPED 5547	Behavioral Management of Exceptional Children

Total Required Hours 36 hours

DEGREE PROGRAMS



COURSE DESCRIPTIONS

ARST 5501 – Art Education for Children 3(3-0)

Materials, methods and curricula for an elementary art program. Emphasis is on developing procedures and understanding of media for use in the instruction of children at the elementary level.

ENGL 5523 – Oral and Written Composition for Middle Childhood 3(3-0)

Focuses on the transactional elements of language including vocabulary and semantics, listening, speaking, written composition and the mechanics of written language.

ENGL 6615 – Advanced Composition for Teachers 3(3-0)

Techniques of exposition, including expository structures, research methodology and rhetorical principles are presented.

MEED 5500 – Introduction to the Selection of Print and Non-Print Materials 3(3-0)

Introduction to the selection process. The student will develop selection criteria for many types of materials and will evaluate selection services.

MEED 5510 – Production of Educational Media 3(3-0)

Design and production of instructional materials. Design and application are related to current theories of communication.

MEED 5530 – Selection and Utilization of Educational Media 3(3-0)

Designed to meet the needs of experienced educators to improve competencies needed to select, utilize, evaluate and modify the wide range of educational media.

MGED 5520 – Language Arts Concepts for Middle Childhood 3(3-0)

Focuses on the language arts instructional program for early adolescent students.

MGED 5530 – Mathematics Concepts for Middle Childhood Education 3(3-0)

Study of the following as they relate to the learning and teaching of middle grade mathematics: strategies and materials, the child's mathematical development and understanding and assessment.

MGED 5532 – Methods and Materials of Teaching Middle Grades Mathematics 3(3-0)

Instructional materials and evaluation in teaching mathematics in the middle school.

MGED 5534 – Topics in School Mathematics Curriculum 3(3-0)

In-depth study of one or two topics which are included in the school mathematics curriculum. May be repeated for credit when topics change.

MGED 5535 – Topics in Middle Childhood Mathematics 3(3-0)

An integrated approach to content and methods for teaching selected topics in mathematics appropriate for the middle childhood curriculum. An in-depth investigation of selected topics including number theory, graphs, measurement, problem solving, applications, calculators and assessment materials and techniques.

MGED 5572 – Methods and Materials of Teaching Science 3(3-0)

Activities are selected from the newer curricula projects to give students an overview of each one at various grade levels. These activities are selected from environmental science; early science curriculum project; science curriculum improvement study; science: a process approach; elementary science and others.

MGED 5581 – Methods and Materials in Teaching Social Studies 3(3-0)

This course covers instructional procedures, materials and evaluation in teaching social sciences.

MATH 5509 – Programming in BASIC for Teachers 3(3-0)

A course in BASIC programming using microcomputers; includes programming BASIC, flow charting, elementary machine codes, graphics and text files. *Prerequisite: MATH 5507 or consent of instructor.*


PHYC 5550 – Earth Science 3(3-0)

Exploration of basic concepts and processes in the earth sciences including astronomy, geology, and meteorology. Strategies for teaching earth science in grades four through twelve are explored.

READ 5503 – Improving Reading Instruction for the Middle School Reading Program .. 3(3-0)

A course designed to acquaint middle grade teachers with strategies for improving the teaching of reading in the middle grades. Emphasis on improving content, reading-study skills and writing-thinking skills.

READ 5505 – Improving Reading Instruction in the Content Areas 3(3-0)

A course designed to acquaint secondary school teachers with instructional strategies and materials for implementing reading instruction through subject matter courses.

READ 5555 – Diagnosis of Reading Difficulties 3(3-0)

A course designed to analyze the causes of reading problems as well as provide knowledge in the principles of diagnosis and remediation, with major emphasis on formal and informal assessment techniques. *Prerequisites: READ 5502 and READ 5504.*

SSCI 5580 – Social Studies Concepts and Issues 3(3-0)

The application of basic social science concepts, skills and processes to the analysis of critical social issues. An interdisciplinary, analytic approach to defining, analyzing and evaluating alternative solutions to local, national and international issues will be undertaken.

SSCI 5582 – Young Child and His or Her Culture 3(3-0)

Study of the social, political, geographic, economic and technological forces that shape the child's world. Emphasis on the concomitant skills of the presentation of relevant information about such forces.

SSCI 5583 – Social Studies for Global Understanding 3(3-0)

Social sciences concepts related to a global perspective will be explored through methodologies of history and the social sciences. Students will be encouraged to clarify their own values regarding a global perspective of education.

SSCI 5584 – Concepts and Problems in Law-Related Education 3(3-0)

Presentation of information to assist students in teaching the following law-related areas: criminal justice, crime resistance, consumer litigation, family, juvenile, and school law.

MUSIC EDUCATION

The graduate program in Music Education is designed to nurture scholarship, encourage creativity and be receptive to the practical needs of the student. The program provides an opportunity for students to pursue independent projects which may help in the pursuit of increased academic edification or that focus on areas of personal interest.

Students seeking a degree in Music Education are required to take a placement examination in music theory, music history and pass an audition in their respective performance area. In addition, students who enter the program must have an undergraduate degree in Music Education, an L-4 certificate in music, or equivalent course work to qualify for an L-4 certificate.

Objectives

Upon satisfactory completion of the music program, the student should be able to:

1. Demonstrate the ability to do critical thinking and scholarly writing through selecting areas of interest, researching topics and reporting findings in an organized, systematic and logical manner.
2. Identify crucial or relevant issues in music education of current interest at the district, state, and national levels and report the same through class discussions and research papers.
3. Communicate an awareness of concepts as advanced by leading writers and researchers in the field of aesthetics and music education.



4. Perform on applied instrument or voice, and/or demonstrate instrumental or choral conducting ability that is at a level consistent with training and experience expected of a graduate musician.
5. Demonstrate the ability to interpret and articulate methods of acquiring musical facility through applied teaching.
6. Critically appraise reference works in music and music education.
7. Formulate predictions about trends/directions in music education, based upon past and current trends, and experiences.
8. Apply theories of learning in traditional as well as non-traditional arenas of music education.
9. Engage in professional dialogue with confidence and authority.

Comprehensive Examination Policy

In partial fulfillment of the requirements for the M.Ed. degree in Music Education, students are required to satisfactorily pass a comprehensive examination and a teaching demonstration. These may be taken during the final two semesters of the program. A student is eligible to take the comprehensive examination only if the GPA is 3.0 or higher. Failure to pass the third attempt will result in termination from the degree program.

PLANNED PROGRAM FOR MUSIC EDUCATION

Area A- Nature of the Learner and Learning Problems

12 hrs

(Required 12 semester hours are to be taken from the following courses.)

EDUC 5500	Educational Statistics .....	.3 hrs
SPED 5501	Exceptional Children .....	.3 hrs
MUSC 5040	Foundations/Graduate Study .....	.3 hrs

Area B - Musical Studies

13 hrs

(Required 13 semester hours are to be taken from the following courses or from others appropriate to the program.)

MUSC 5009	Ensemble .....	.1 hr
MUSC 5015	Harmony .....	.3 hrs
MUSC 5016	Sight Singing/Dictation .....	.3 hrs
MUSC 5033	Music History I .....	.3 hrs
MUSC 5034	Music History II .....	.3 hrs
MUSC 5035	Contemporary Music .....	.3 hrs
MUSC 5049	Advanced Form and Analysis .....	.3 hrs
MUSC 6000	Graduate Applied Concentration .....	.2 hrs
MUSC 6003	Analysis/Musical Styles .....	.3 hrs

Area C - Professional Studies

12 hrs

(12 semester hours are required from the courses suggested below or others appropriate to the program)

MUSC 5023	Special Problems in Music Education .....	.3 hrs
MUSC 5041	Advanced Studies in Teaching General Music .....	.3 hrs
MUSC 5042	Music in Early Childhood Education .....	.3 hrs
MUSC 5048	Studies/Musical Aesthetics .....	.3 hrs
MUSC 6041	Directed Study in Music Education .....	.3 hrs
MUSC 6046	Practicum in College Teaching .....	.3 hrs

DEGREE PROGRAMS



Area D - Research Studies

3 hrs

(3 semester hours required)

EDUC 5501 Educational Research	3 hrs
Total Required Hours .....	.40 hrs

COURSE DESCRIPTIONS

MUSC 5000 – Graduate Secondary Applied Instrument or voice **1(1-0)**

One-half hour lecture/laboratory a week. Elective instruction in applied music. *Prerequisite: consent of instructor.*

MUSC 5001 – Piano Class **2(2-0)**

Techniques and materials for advanced group study of piano.

MUSC 5002 – Wind Class **2(2-0)**

Techniques and materials for advanced group study of wind instruments.

MUSC 5003 – Brass Class **2(2-0)**

Techniques and materials for advanced group study of brass instruments.

MUSC 5004 – String Class **2(2-0)**

Techniques and materials for advanced group study of string instruments.

MUSC 5005 – Percussion Class **2(2-0)**

Techniques and materials for advanced group study of percussion instruments.

MUSC 5006 – Voice Class **2(2-0)**

Techniques and materials for advanced group study of voice.

MUSC 5007 – Band **1(1-0)**

Participation in marching or concert band. Open to all students who qualify through auditions.

MUSC 5008 – Choral Group **1(1-0)**

Participation in concert choir. Open to all students who qualify through auditions.

MUSC 5009 – Ensemble **1(1-0)**

Participation in (a) band, (b) orchestra, (c) jazz and (d) other ensemble approved by the major advisor.

MUSC 5010 – Concentration Recital **2(2-0)**

Preparation and performance of a formal recital under the direction of applied instructor. One-hour performance is required.

MUSC 5011 – Orchestration I **2(2-0)**

Characteristics of orchestral instruments and arranging for ensembles and orchestra.

MUSC 5012 – Orchestration II **2(2-0)**

Special techniques of orchestral instruments, orchestration analysis, and advanced arranging. *Prerequisite: MUSC 5011 or the equivalent.*

MUSC 5013 – Arranging for Band **2(2-0)**

Arranging for modern concert band.

MUSC 5014 – Arranging for Chorus **2(2-0)**

Arranging for large and small vocal ensembles with and without accompaniment. *Prerequisite: MUSC 5011 or the equivalent.*



- MUSC 5015 – Harmony** **2(2-0)**
An intensive review of part writing and analysis. (Not applicable to the Master's degree when the concentration is music theory.)
- MUSC 5016 – Sight Singing and Dictation** **3(3-0)**
An intensive review of sight-singing and dictation skills. (Not applicable to the Master's degree when the concentration is music theory.)
- MUSC 5017 – Jazz Arranging** **2(2-0)**
Contemporary arranging techniques for large and small jazz ensembles.
- MUSC 5020 – Teaching Music as a Related Art** **3(3-0)**
Relating music to the other arts in a secondary school humanities or allied arts program.
- MUSC 5021 – Music in Urban Life** **3(3-0)**
Music as it is experienced in the context of urban living in the United States at all socioeconomic levels. Emphasis will be on the promotion, programming and social impact of all forms and styles of music.
- MUSC 5023 – Special Problems in Music Education** **3(3-0)**
Current trends in the practice of music teaching.
- MUSC 5033 – Music History** **3(3-0)**
Intensive review of the history of western music from 680-1750. (Not applicable to major in music history.)
- MUSC 5034 – Music History II** **3(3-0)**
Intensive review of the history of western music from 1750 to present.
- MUSC 5035 – Contemporary Music** **3(3-0)**
Music literature from impressionism to the present.
- MUSC 5041 – Advanced Studies in Teaching General Music** **3(3-0)**
Basic literature and techniques for teaching music in the general classroom at all levels.
- MUSC 5042 – Music in Early Childhood Education** **3(3-0)**
Planning music experiences for young children in early school years, with emphasis on practical aspects in a creative and artistic approach.
- MUSC 5048 – Studies in Musical Aesthetics** **3(3-0)**
Major aesthetic systems as related to musical problems.
- MUSC 5049 – Advanced Form and Analysis** **3(3-0)**
Advanced structural and stylist analysis of the common practice period.
- MUSC 6000 – Graduate Applied Concentration** **3(3-0)**
Combination of lectures and laboratory work. Prerequisite: Consent of instructor and audition.
- MUSC 6003 – Analysis of Musical Styles** **3(3-0)**
Analysis and composition in selected styles, 600-1650.
- MUSC 6041 – Directed Study in Music Education** **3(3-0)**
The student undertakes a research project on some facets of music education. Project culminates with a formal paper.
- MUSC 6046 – Practicum in Music Education** **3(3-0)**
Supervised study in an approved instructional setting includes evaluation of strength and opportunities for presentation.



SCIENCE EDUCATION

The Department of Natural Sciences of the College of Arts and Sciences believes that students should be provided with quality and quantifiable learning experiences needed for professional competence and to become productive citizens in a highly technical society. The Department is determined to meet the needs of the students that we serve. Consequently, science education graduates will be able to master the many academic and professional challenges found in the workplace.

This program is designed for persons holding L-4 certification or who have completed basic prerequisite course work in science education. This program leads to LEVEL 5 certification in science education.

The goals of the Department of Natural Sciences are as follows:

1. To help students understand the basic concepts and principles inherent in the body of knowledge of science.
2. To allow students the opportunity to become familiar with and comfortable using the scientific method.
3. To help develop rational thinking in our students. (Science is a cognitive tool used in all intellectual endeavors).
4. To sensitize the future citizenry concerning the role that science and technology play in modern society to foster interests, appreciation, positive attitude, and cultural values in harmony with the scientific enterprise.
5. To prepare students for entrance into graduate and professional schools.
6. To prepare students for professional employment in the sciences, including teaching biology and chemistry.

The degree requires 36 semester hours, with 15 hours in the cognate field.

Comprehensive Examination

In partial fulfillment of the M.Ed. Degree in Science Education, students are required to pass a comprehensive examination. This examination is administered the semester of expected graduation or upon completion of required coursework. A student is only eligible to take the comprehensive examination only if his/her grade point average is 3.0 or higher in Area C of the degree-planned program. Students may not take the comprehensive examination more than once in an academic semester. A third failure on the comprehensive examination results in automatic termination from the degree program.

The purpose of the comprehensive examination is to assess the student's knowledge of learning experiences that have been introduced in the Master's Degree in Science Education (Biology and Chemistry) Programs. The exam will address specific objectives from the cognate field.

Planned Program of Study

The master's degree in science education has an emphasis in biology and an emphasis in chemistry.

Area A* - Nature of the Learner (Minimum of 3 hours required)

3 hrs

- PSYC 5515 Educational Psychology
 PSYC 5530 Adolescent Psychology
 PSYC 5552 Conditions of Learning

Area B* - Program and Problems of the School (Minimum of 3 hours required)

3 hrs

- EDUC 5538 Curriculum Planning
 EDUC 5540 Curriculum Principles
 EDUC 5570 Strategies of Instruction in Science**

Area C* - Teaching Field Courses*** (Minimum of 15 hours required)

15 hrs

(Six hours in core and nine hours to be selected from the list of elective courses.)

Cognate Fields (Core)*** (Minimum of 6 hours from Biology or Chemistry)

6 hrs

- BIOL 5501 Selected Topics in Botany
 BIOL 5502 Selected Topics in Zoology



- BIOL 5503 Selected topics in Human Biology
- CHEM 5501 Inorganic Chemistry
- CHEM 5502 Organic Chemistry
- CHEM 5503 Analytical Chemistry

(Other teaching field courses will be selected from courses listed within the cognate areas with the approval of the advisors.)

Area D - Research and Statistics (Minimum of 3 semester hours)

3 hrs

- EDUC 5500 Educational Statistics +
- EDUC 5501 Educational Research**

Area E - Electives (Minimum of 3 semester hours)

3 hrs

- SPED 5501 Exceptional Children and Youth ++

Total Hours Required 36 hrs

* Minimum of 9 semester hours from Areas A & B

** Required course

*** Minimum of 15 semester hours from area C (six hours of core courses are required). In the chemistry program, core courses may be omitted if a departmental proficiency exam is passed. The student would complete 15 hours of advanced courses.

+ Required for research course. Passing an examination can satisfy course requirements.

++ Required only if not previously fulfilled.

DEGREE PROGRAMS

COURSE DESCRIPTIONS

BIOL 5501 – Selected Topics in Botany **3(3-0)**

This course will emphasize the principles of vascular plant function, including transduction of water and solutes, photosynthesis, respiration and hormonal regulation of growth and development.

BIOL 5502 – Selected Topics in Zoology **3(3-0)**

This course will emphasize basic concepts of invertebrate zoology. The students (in-service teachers) in the course will help determine course content based upon their specific needs.

BIOL 5503 – Selected Topics in Human Biology **3(3-0)**

This course will emphasize various aspects of human morphology and physiology. The topics will be selected to reflect the interests and needs of the students participating in the course.

BIOL 5504 – Ecology **3(3-0)**

This course will emphasize principles and concepts of modern ecology. Investigative activities will include analysis of aquatic (marine and freshwater) terrestrial ecosystems.

BIOL 5505 – Biology of the Invertebrates **3(3-0)**

Biology of the invertebrates is an advanced study of the taxonomy, anatomy, physiology, life history and ecology of invertebrates. Protozoa through the echinodermata are covered.

BIOL 5506 – Genetics **3(3-0)**

A review of the basic principles of inheritance and classical genetics with detailed emphasis on molecular genetics, population and eugenics will be covered in this course.



BIOL 5507 – Vegetation of South Georgia **3(3-0)**

This course will include a study of the common trees, shrubs and herbs of South Georgia. Emphasis will be placed upon the angiosperms of the area. Collections will comprise a major part of the course.

BIOL 5508 – Parasitology **3(3-0)**

A detailed study of the common parasites of man and domestic animals will be investigated in this course. Some emphasis will be placed on life cycles and vectors.

BIOL 5509 – Mammalian Anatomy **3(3-0)**

This course will involve a study of the gross and microscopic structures of various mammalian organ systems. Emphasis will reflect the needs of the students taking the course.

BIOL 5510 – Microbiology **3(3-0)**

This course will emphasize concepts and principles of bacteria, fungi and other microbial groups. Some attention will be given to morphological, physiological and biochemical relationships in these groups.

BIOL 5511 – Nonvascular Plants **3(3-0)**

An evolutionary survey of the plant kingdom with emphasis on comparative morphology and evolution of the algae, fungi and bryophytes will be conducted in this course.

BIOL 5512 – Vascular Plants **3(3-0)**

This course introduces the student to the structure and development of vegetative and reproductive organs of vascular plants, especially those associated with angiosperms and gymnosperms.

BIOL 5513 – Mammalian Physiology **3(3-0)**

This course will emphasize the homeostatic mechanisms of such organ systems as cardiovascular, nervous, gastrointestinal, respiratory and genital urinary.

BIOL 5514 – Biological Chemistry **3(3-0)**

This course is a study of the biologically important compounds and their formation and reactions in living systems.

BIOL 5515 – Selected Topics in Biology **3(3-0)**

This course will enhance and reinforce biological concepts and principles for biology teachers. Emphasis will also be placed on biology methodology and computer utilization for middle grades and secondary teachers.

BIOL 5516 – Innovative Developments in Biology **3(3-0)**

This course will address biological concepts in the areas of cell biology, genetics and metabolism for middle grades and secondary teachers. Emphasis will be placed on increasing teachers' knowledge and understanding in identifying, applying and analyzing recent biology concepts, processes and principles and increasing teachers' understanding and skills in using the methods of science through the use of open-ended investigations.

BIOL 5517 – Selected Topics in Ecology **3(3-0)**

This course will address ecological concepts in northern, middle and coastal areas of Georgia for middle grades and secondary teachers. Emphasis will be placed on addressing current ecological issues that incorporate hands-on field activities into the learning process.

BIOL 5518 – Biotechnology **3(3-0)**

This course will emphasize the study of gene structure and regulation. Consideration will be given to DNA structure and replicating, RNA transcription and processing, protein synthesis and the mechanisms which regulate gene expression. Emphasis will be placed on the study of the above topic using application of the new biotechnology.

**BIOL 5519 – Plant Biology 3(3-0)**

Particular attention will be placed on the identification, selection and use of materials for correlating the study of plants with other subjects. The teacher will develop a base of knowledge that will enhance his/her effectiveness in planning and executing laboratory and field exercises in botany that complement lecture presentation.

BIOL 5520 – Evolution and the Nature of Science 3(3-0)

The nature of science and the fundamentals governing its origin will be presented in relation to current problems affecting the maintenance of life on earth. Special emphasis will be placed on the interaction of biological and cultural evolution and the alternatives to extinction that challenge contemporary man.

CHEM 5501 – Inorganic Chemistry 3(3-0)

This course will emphasize periodic relationship of the elements and their compounds, including those less commonly encountered. Bonding, reaction mechanism, complexes and stereochemistry are among the topics discussed.

CHEM 5502 – Organic Chemistry 3(3-0)

Organic chemistry is the study of the structure and reactivities of organic compounds, including a discussion of molecular structure-spectral interpretation.

CHEM 5503 – Analytical Chemistry 3(3-0)

This course will emphasize solution equilibrium as applied to volumetric and gravimetric analysis. Methodologies of selective ion analysis and absorption spectroscopy separation will be investigated, also.

CHEM 5521 – Physical Chemistry 3(3-0)

This course will emphasize principles and thermodynamics, molecular structures, kinetics and quantum theory as a basis for interpreting and interrelating the properties of matter.

CHEM 5523 – Advanced Analytical Chemistry 3(3-0)

This course is designed to introduce the advanced theories and methods of analytical chemistry.

CHEM 5524 – Instrumental Methods of Analysis 3(3-0)

This course will emphasize the special advanced concepts of instrumental measurements of physical and chemical properties.

CHEM 5525 – Special Topics in Organic Chemistry 3(3-0)

Special topics in organic chemistry will emphasize the needs and interests of the students and faculty in organic chemistry based on the needs of the course participants. Topics that may be considered are stereoisomerism, heterocycles, alkaloids, organic mechanisms and structure-activity relationships.

PHYS 5500 – Earth Science 3(3-0)

Exploration of basic concepts and processes in the earth sciences. Content areas include astronomy, geology and meteorology. Strategies of teaching earth science in the middle and high schools will be explored, also.

PHYS 5501 – Foundations of Physical Science 3(3-0)

Foundations of Physical Science is the study of basic principles of physical science and their relation to the teaching of science in the elementary school.

PHYS 5530-5531 – Introductory Physical Science 3(3-0)

This course is designed to prepare students to learn introductory physical science in the secondary school. This course updates and enlarges the student's knowledge in physical science and familiarizes him/her with the materials and methods utilized in L.P.S.

PHYS 5547 – Introduction to Oceanography 3(3-0)

This course emphasizes physical, chemical, geologic and biologic characteristics of the oceans and the interaction between the hydrosphere, atmosphere and biosphere.


PHYS 5548 – Introduction to Astronomy 3(3-0)

This course will emphasize topics related to the theory and consideration of planets, the solar system, stars, galaxy and universe, including the study of constellations, historical overview, astronomy and laws of planetary motion.

PHYS 5549 – Weather and Climate 3(3-0)

This course emphasizes an introduction to the study of the profiles and dynamics of air masses and an overview of system to climatic effects and global distribution of climates.

PHYS 5500 – Earth Science 3(3-0)

Exploration of basic concepts and processes in the earth sciences. Content areas include astronomy, geology and meteorology. Strategies of teaching earth science in grades 4 - 12 will be explored, also.

PHYS 5551 – Mathematics of Physics I 3(3-0)

This course will emphasize algebra of vectors, vector calculus, divergence, gradient, curl, line integrals, surface integrals, divergence of theorem of Gauss, Stokes' theorem, conservative fields, orthogonal curvilinear coordinates, matrices and eigenvalue problems.

PHYS 5552 – Mathematics of Physics II 3(3-0)

This course will emphasize derivation and solution of partial differential equations of physics, wave equation and Laplace's equation, Schrodinger's equation, power series solution of ordinary differential equations, and special functions of mathematics physics, Fourier series, Sturm-Liouville system, complex analysis and integration will be considered, also.

PHYS 5564 – Science Concepts 3(3-0)

Focus on the understanding and application of scientific processes and major concepts relevant to the teaching of middle childhood science.

PHYS 5645 – Physics for Secondary School Teachers 3(3-0)

This course is designed to both refresh and enlarge the high school teacher's knowledge of general physics.

PHYS 5646 – Modern Physics for Secondary Teachers I 3(3-0)

This course is designed to provide students an introduction to special relativity, quantum mechanics and atomic structure. *Prerequisite: general physics.*

PHYS 5647 – Modern Physics for Secondary Teachers II 3(3-0)

This course is designed to provide students an introduction to x-ray spectra, molecular structure, solid-state physics, nuclear structure and nuclear reactions. *Prerequisite: PHYS 5646*

PHYS 5660 – Classical Mechanics I 3(3-0)

This course will emphasize elements of Newtonian mechanics, motion of particles in various dimensions, motion of system of particles, rigid bodies, gravitational and coordinate systems.

PHYS 5661 – Classical Mechanics II 3(3-0)

This course will emphasize mechanics of continuous media, Lagrange's equations, tensor algebra, inertia and stress tensors, rotation of a rigid body and theory of small vibrations. *Prerequisite: consent of instructor.*

PHYS 5670 – Electricity and Magnetism I 3(3-0)

This course will emphasize electrostatics, steady currents and the magnetic properties of matter.

PHYS 5671 – Electricity and Magnetism II 3(3-0)

This course will emphasize the development of field theory leading to Maxwell's equations, plane waves and solutions of Maxwell's equations. *Prerequisite: consent of instructor.*

**PHYS 5681 – Introduction to Quantum Mechanics 3(3-0)**

This course will emphasize Schrodinger's theory of quantum mechanics; solutions of Schrodinger's equation; perturbation theory; one-electron atoms; magnetic moments, spin and relativistic effects; identical particles and multi-electron atoms.

PHYS 5685 – Seminar in the Teaching of Physics 3(3-0)

This course will emphasize methods of teaching physics stressing the planning of curricula and laboratory programs.

SPECIAL EDUCATION

The M.Ed. degree programs in Special Education lead to LEVEL 5 certification in Interrelated Special Education (mildly disabled) and Intellectual Disabilities (MR). Any person who has L-4 certification in a teaching field, or who has completed a four-year degree program outside the field of teaching and meets the other admission criteria, may pursue the master's level programs. A degree in intellectual disabilities leads to certification in mental retardation. (Add-on certification requires a passing score on Praxis I for admission and a passing score on Praxis II prior to the practicum.)

Degree Program Requirements**I. Interrelated****Area A - Nature of the Learner****3 hrs**

- ECEC 5500 Child Development
- EDUC 5555 Clinical Approach to Classroom Analysis
- PSYC 5509 Introduction to Behavior Modification
- PSYC 5515 Educational Psychology
- PSYC 5520 Developmental Psychology
- PSYC 5530 Adolescent Psychology
- PSYC 5552 Conditions of Learning
- SPED 5542 Behavior Modification for Special Education

Area B - Programs and Problems**3 hrs**

- EDUC 5503 Politics and Education
- EDUC 5504 History of American Education
- EDUC 5509 Philosophy of Education
- EDUC 5512 Sociology of Inner City Child (or equivalent)
- EDUC 5538 Curriculum Planning
- EDUC 5540 Curriculum Principles
- EDUC 5542 Curriculum Trends
- MATH 5509 Technology Assisted Instruction

Area C - Teaching Field**24 hrs**

- READ 5555 Diagnosis and Remediation in Reading (or equivalent)
- SPED 5512 Characteristics of Children and Youth with Mild Learning, Intellectual and/or Behavioral Disabilities
- SPED 5522 Teaching the Preschool Special Education Child
- SPED 5524 Instructional Strategies for Teaching the Mildly Disabled
- SPED 5526 Materials and Media for the Mildly Disabled
- SPED 5530 Counseling Parents of Exceptional Children
- SPED 5545 Educational Assessment of Exceptional Children



SPED 5547	Behavior Management of Exceptional Children	
SPED 5554	Vocational Aspects of the Mildly/Moderately/Severely/ Disabled	
SPED 5556	Language Development and Language Disabilities	
SPED 5563	Issues in Interrelated Special Education	
SPED 5566	Curriculum for the Mildly Disabled	
SPED 5580	Directed Studies in Research and Readings in Special Education	
SPED 5590	Teaching of Reading and Math to Exceptional Learners	
SPED 5570	Practicum in Interrelated Special Education	

Area D - Research

3 hrs

EDUC 5501	Educational Research	
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Area E - Minimum of three semester hours required

3 hrs

EDUC 5500	Educational Statistics (or equivalent)	
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Total Required Hours36 hrs.

II. Intellectual Disabilities (MR)

Area A - Nature of the Learner

3 hrs

ECEC 5500	Child Development	
EDUC 5555	Clinical Approach to Classroom Analysis	
PSYC 5509	Introduction to Behavior Modification	
PSYC 5515	Educational Psychology	
PSYC 5520	Developmental Psychology	
PSYC 5530	Adolescent Psychology	
PSYC 5552	Conditions of Learning	
SPED 5542	Behavior Modification for Special Education	

Area B - Programs and Problems of the School

3 hrs

EDUC 5503	Politics and Education	
EDUC 5504	History of American Education	
EDUC 5509	Philosophy of Education	
EDUC 5512	Sociology of Inner City Child (or equivalent)	
EDUC 5538	Curriculum Planning	
EDUC 5540	Curriculum Principles	
EDUC 5542	Curriculum Trends	
MATH 5509	Computer Assisted Instruction	

Area C - Teaching Field

24 hrs

READ 5555	Diagnosis and Remediation Reading (or equivalent)	
SPED 5515	Nature and Characteristics of Intellectual Disabilities	
SPED 5522	Teaching the Preschool Exceptional Child	
SPED 5525	Instructional Strategies for Intellectual Disabilities	
SPED 5526	Materials and Media for the Mildly Disabled	
SPED 5530	Counseling Parents of Exceptional Children	
SPED 5545	Educational Assessment of Exceptional Children	

DEGREE PROGRAMS



- SPED 5547 Behavior Management of Exceptional Children
- SPED 5554 Vocational Aspects of the Mildly/Moderately/Severely/ Disabled
- SPED 5556 Language Development and Language Disabilities
- SPED 5563 Issues in Interrelated Special Education
- SPED 5566 Curriculum for the Mildly Disabled
- SPED 5573 Practicum in Interrelated Disabilities
- SPED 5580 Directed Studies in Research and Reading in Special Education
- SPED 5590 Teaching of Reading and Math to Exceptional Learners

Area D - Research

3 hrs

- EDUC 5501 Educational Research

Area E - Minimum of three semester hours required

3 hrs

(Select with advisor)

- EDUC 5500 Educational Statistics (or equivalent)

Total Required Hours36 hrs

COURSE DESCRIPTIONS

SPED 5501 – Exceptional Children and Youth **3(3-0)**

A survey course satisfying House Bill 671 and focusing on the characteristics, identification, prevalence and programming of exceptionality areas for which children and youth may obtain special educational services.

SPED 5512 – Characteristics of Children and Youth with Mild Learning, Intellectual, and/or Behavioral Disabilities **3(3-0)**

A study of the commonality of characteristics leading to the identification, placement and service models for children with mild learning and behavior problems. *Prerequisites: SPED 5501 or SPED 2265.*

SPED 5515 – Nature and Characteristics of Intellectual Disabilities **3(3-0)**

Study of the nature and characteristics of children and youth eligible for services in intellectual disabilities on the severe, moderate, and mild levels. *Prerequisites: SPED 5501 or SPED 2265.*

SPED 5517 – Nature and Characteristics of Learning Disabilities **3(3-0)**

Study of the nature and characteristics of children, youth and adults with learning disabilities across the levels of severity. An overview of major historical aspects, as well as current trends, is included. *Prerequisites: SPED 5501 or SPED 2265.*

SPED 5518 – Nature and Characteristics of Emotional/Behavioral Disorders **3(3-0)**

A study of the nature and characteristics of behavior disorders across age and severity levels. Theoretical approaches are overviewed. *Prerequisites: SPED 5501 or SPED 2265.*

SPED 5522 – Teaching the Preschool Exceptional Child **3(3-0)**

Evaluation and skills acquisition for the preschool handicapped infant and toddler emphasizing stimulation training, readiness programming, academic/social awareness and community/public agency service delivery systems.

SPED 5524 – Instructional Strategies for Teaching the Mildly Disabled **3(3-0)**

Principles, implementation and evaluative criteria for inclusion of systematic instruction, task analysis and behavioral management used for the instruction of children/youth with mild learning and behavioral problems. *Prerequisites SPED 5501 or SPED 2265.*

SPED 5525 – Instructional Strategies for Intellectual Disabilities **3(3-0)**

The cyclical process of assessment, planning, implementation and evaluation is emphasized. Teaching methods and materials for group instruction, as well as individualized instruction are highlighted.


SPED 5526 – Materials and Media for the Mildly Disabled 3(3-0)

Design and modification of materials to meet special needs of pupils and usage of educational equipment to meet specialized instructional needs.

SPED 5527 – Instructional Strategies for Learning Disabilities 3(3-0)

Focus on teaching practices and materials for students with learning problems. Selection, development, and adaptation of teaching materials are discussed, along with individualized programming and mastery learning.

SPED 5528 – Instructional Strategies for Emotional/Behavioral Disorders 3(3-0)

Focus on complete programming for individualized academic growth and affective behavior management. Appropriate teaching strategies, practices and techniques are reviewed.

SPED 5530 – Counseling Parents of Exceptional Children 3(3-0)

A study of parent involvement in the delivery of services to handicapped children focuses on individualized educational programming, counseling approaches and agency involvement.

SPED 5542 – Behavior Modification for Special Education Students 3(3-0)

Application of behavior modification principles and behavior analysis in both general and special education classrooms.

SPED 5545 – Educational Assessment of Exceptional Children 3(3-0)

Focuses on the use of evaluation to determine classification and eligibility, to plan individualized education programs (IEPs) and to evaluate teacher effectiveness and pupil progress.

SPED 5547 – Behavior Management of Exceptional Children 3(3-0)

An eclectic approach to behavior management. Affective psychodynamic techniques, ecological and environmental arrangements and behavior modification principles are the primary theoretical systems that are explored.

SPED 5554 – Vocational Aspects for Mildly/Moderately/Severely Disabled 3(3-0)

Adaptations in instructional methodology, materials and curricula for the disabled adolescent with emphasis on integration of academic, social and vocational skills acquisition. Includes career awareness.

SPED 5556 – Language Development and Language Disabilities 3(3-0)

Theoretical study of normal and delayed speech and language development with emphasis on application in the school environment.

SPED 5563 – Issues in Interrelated Special Education 3(3-0)

Focuses on the current trends and issues affecting special educators. Objectives for the teacher competency tests in special education are addressed and studied.

SPED 5565 – Service Delivery in the Mainstream of Education (Inclusion) 3(3-0)

Focus on service delivery models and curriculum principles that allow for inclusion of mildly disabled special education students into the mainstream, regular classroom and special education resource placement.

SPED 5566 – Curriculum for Mildly Disabled 3(3-0)

Study of curriculum principles for students with mild disabilities in regular classroom and special education resource placements.

SPED 5570 – Practicum in Interrelated Special Education 3(3-0)

Field-based experiences providing an opportunity for extensive training and application of knowledge with exceptional children in interrelated educational settings.



SPED 5573 – Practicum in Intellectual Disabilities 3(3-0)

Field-based experiences provide an opportunity for extensive training and application of knowledge with exceptional children and youth in the area of intellectual disabilities. *Prerequisites: SPED 501, SPED 5525 Prerequisites: SPED 5501, SPED 5527.*

SPED 5580 – Direct Studies in Research and Readings in Special Education 3(3-0)

Intensive study in selected areas in the field of special education with application of knowledge in written format, such as, a grant proposal, research article or journal publication. *Prerequisite: SPED 5501 and SPED 5512, SPED 5515, SPED 5516, SPED 5517, or SPED 5518.*

SPED 5590 – Teaching of Reading and Math to Exceptional Learners 3(3-0)

A study of specialized reading and math techniques and strategies for use with students with learning disorders. Includes diagnosis, remediation, determination of readability levels, error analysis and corrective strategies.

SCHOOL COUNSELING

Albany State University's College of Education, Department of Counseling, Educational Leadership, and Foundations, offers a Master of Education Degree in School Counseling. Developmental guidance and counseling provides the knowledge and application base for the program. It emphasizes a realistic approach to helping all school children on all grade levels. The underlying conviction of the developmental guidance and counseling program is that the school counselor is a professional who demonstrates humanness, provides motivation, facilitates problem solving, values diversity and provides multicultural leadership and effectively utilizes counseling competencies with children and adolescents. The program encompasses a comprehensive overview of the many roles and professional activities of contemporary school counseling.

The 36-semester hour program consists of five areas of study, including: 1) nature of the learners; 2) foundation of education; 3) professional studies; 4) research; and 5) electives. Any graduate student pursuing School Counseling Certification or a Master of Education Degree in School Counseling must successfully satisfy the following course requirements before taking any other courses listed under Professional Studies Area C:

- (1) **EDUC 5501** Educational Research
- (2) **SECD 5505** Developmental Guidance and Counseling, Principles, Organization and Administration

Advisement

After the student has been admitted to the M. Ed in School Counseling Program, the advisor will assist the student in developing an individual planned program of study consistent with the student's professional experiences, objectives, and the requirements of the degree program.

Clinical Experience

A series of supervised clinical experiences in the public school setting is provided to all students in the program. All prerequisites listed below must be met before any graduate student can register for any clinical experience.

Prerequisites for M.Ed. Degree Candidates

All of the following must be satisfied before registering for SECD 5570, SECD 5571 or SECD 5595:

- 1. Thirty semester hours of graduate work.
- 2. The Master of Education Comprehensive Examination.
- 3. The state certification examination in school counseling (TCT or Praxis Specialty).
- 4. Praxis I Examination (for initial certification candidates only).
- 5. All school counseling program requirements satisfied.
- 6. No other school counseling courses may be taken during the clinical experience(s)--SECD 5570 or SECD 5571 or SECD 5595.



Prerequisites for Certification Candidates Only

1. All required graduate course work listed under AREA C on the Planned Program of study minimally 21 semester hours.
2. The state certification examination in school counseling (TCT or Praxis Specialty).
3. All school counseling program requirements satisfied.
4. No other school counseling courses may be taken during the clinical experience(s)--SECD 5570 or SECD 5571 or SECD 5595.

PROOF OF PROFESSIONAL LIABILITY INSURANCE COVERAGE IS REQUIRED IN ADVANCE OF REGISTERING FOR SECD 5595, SECD 5570 AND SECD 5571.

Program Completion

To be eligible for the M. Ed Degree in School Counseling and recommendation for L-5 certification by Albany State University, the student must meet the following requirements:

1. Credit hours usable in the planned program must not be older than six calendar years at the time the degree is completed.
2. Complete an Application for Graduation at least two semesters prior to course/program requirement completion.
3. Maintain a cumulative 3.0 grade point average or better in graduate course work with no grade below a "B" in any School Counseling course.
4. Include as a minimum, 27 semester hours of graduate professional courses in Area C - Professional School Counseling Course.
5. Except for a maximum of nine semester hours of transfer credit, all credit hours used in completion of the M. Ed in School Counseling must be earned in residence at Albany State University.
6. Pass either the Georgia Teacher Certification Test Field in School Counseling or the Praxis Specialty Examination in Counseling and Guidance.
7. Satisfy the Praxis I Examination if pursuing initial certification in the state of Georgia.
8. Satisfy the College of Education's Comprehensive Examination.
9. Satisfy the School Counseling Program's Clinical Experience requirement (SECD 5570 and SECD 5571 or SECD 5595) in residence at Albany State University.

Program Planned Degree

Area A - Nature of the Learner

3 hrs

- ECEC 5500 Child Development
 ECEC 5560 Counseling in Early Childhood Education
 ECEC 5570 Theories of Play
 SPED 5501 Exceptional Child
 SPED 5545 Educational Assessment
 EDUC 6600 Advanced Educational Psychology

Area B - Foundation

3 hrs

- EDUC 5509 Philosophy of Education
 EDUC 5512 Sociology of Inner-City Child
 EDUC 5518 Issues in Early Childhood Education
 EDUC 5538 Curriculum and Planning Elementary & Secondary
 EDAS 6733 Educational Policy
 EDAS 6740 Urban Life and Educational Leadership
 EDAS 6648 Economics of Education
 EDAS 6685 School and Community Relations



Area C - Professional Studies

24 hrs

- SECD 5500 Fundamental and Theories of Counseling
- SECD 5505 Developmental Guidance and Counseling, Principles, Organization and Administration *
- SECD 5510 Tests and Measurements
- SECD 5515 Group Counseling *
- SECD 5516 Individual Counseling and Assessment
- SECD 5520 Multi-Cultural Counseling *
- SECD 5525 Counseling in Elementary School **
- SECD 5526 Counseling in Middle School **
- SECD 5527 Counseling in Secondary School **
- SECD 5530 Career Counseling and Developmental Guidance
- SECD 5535 Strategic Interventions for School Behavior Problems*
- SECD 5540 School Counseling Consultation
- SECD 5555 Directed Independent Study
- SECD 5560 Computer Application in School Counseling and Guidance
- SECD 5570 Practicum I *
- SECD 5571 Practicum II *
- SECD 5575 Selected Topics in School Counseling and Guidance
- SECD 5595 Internship
- SECD 5596 Thesis

* Required course

** One of the following three courses is required: SECD 5525, 5526, or 5527

Area D: Research Methodologies

3 hrs

- EDUC 5501 Educational Research

Area E: Electives (3 semester hours from Area C only)

3 hrs

- EDUC 5500 Educational Statistics ***
- (Must be completed prior to taking Courses under Area C)

* Required Courses

*** Prerequisite for EDUC 5501

Total Required Hours 36 hrs



COURSE DESCRIPTIONS

SECD 5500 – Fundamentals and Theories of Counseling 3(3-0)

Introduction to the study of the principles of counseling, alternative theoretical strategies and the process of counseling. Points of convergence and divergence will be emphasized and each theory will be evaluated with respect to its strength and weakness and applicability to school settings.

SECD 5505 – Developmental Guidance and Counseling, Principles, Organization and Administration 3(3-0)

Overview of principles of guidance in modern school and study or guidance services, practices and basic concepts relating to organization and operation of guidance programs. Investigation of program research, design, implementation and evaluation, counseling intervention approaches and the integration of counseling theory, principles, practice and applied research. Focus on the role and function of the school counselor within a developmental guidance and counseling framework. *Prerequisite: admission to the school counseling program.*

SECD 5510 – Tests and Measurements 3(3-0)

Principles of testing, interpretation of test scores, utilization of assessment instruments and methods of assessing abilities, achievement levels, interests, attitudes, developmental variables and personality characteristics. Use of test and non-test data.

SECD 5515 – Group Counseling 3(3-0)

An experimental approach to more effective interpersonal communication. Opportunity is offered for personal growth in awareness and understanding both to self and others and in the communication of that self-awareness and understanding. Emphasis is placed upon the nature of groups and the dynamics of group interaction in school counseling settings. Review of the implementation, design and facilitation of school counseling groups. Investigation of legal aspects and ethical standards related to group counseling in school settings. *Prerequisite: SECD 5505.*

SECD 5516 – Individual Counseling and Assessment 3(3-0)

Emphasis is on counseling techniques, their application and the school counselor's affect. Interpersonal skills are developed, skills in the techniques of assimilating data pertinent to the understanding of behavior and the implementation of appropriate intervention techniques to effect behavior change; practice in the use of case study techniques in school settings. Examination of the effects of differences in counselor and counselee roles, values and goals.

SECD 5520 – Multi-Cultural Counseling 3(3-0)

The study of developmental counseling and guidance and its practical application at the elementary, middle and secondary school levels.

SECD 5525 – Developmental Counseling and Guidance in Elementary School 3(3-0)

The study of the nature of counseling and guidance and its practical application at the elementary, middle and secondary school levels. Emphasis is focused on the role and function of the school counselor, philosophy and practice with elementary school students. Includes the history, philosophy, trends, purposes, objectives and roles within the schools at each of the three levels. *Prerequisite: admission to school counseling program.*

SECD 5526 – School Counseling and Guidance in Middle School 3(3-0)

The study of the nature of counseling and guidance and its practical application at the elementary, middle and secondary school levels. Emphasis is focused on the role and function of the school counselor, philosophy and practice with elementary school students. Includes the history, philosophy, trends, purposes, objectives and roles within the schools at each of the three levels. *Prerequisite: admission to school counseling program.*

SECD 5527 – School Counseling and Guidance in Secondary School 3(3-0)

The study of the nature of counseling and guidance and its practical application at the elementary, middle and secondary school levels. Emphasis is focused on the role and function of the school counselor, philosophy and practice with elementary school students. Includes the history, philosophy, trends, purposes, objectives and roles within the schools at each of the three levels. *Prerequisite: admission to school counseling program.*

DEGREE PROGRAMS

**SECD 5530 – Career Counseling and Guidance 3(3-0)**

Approaches to career counseling and development as it relates to school settings. Emphasis on content and process of career development and appropriate counseling strategies. Career development conceptual formulations; career information in teaching and counseling; sequential decision making processes and strategies; job placement skill, nature, sources and function of information available to assist individuals in formulating goals and comprehensive plans. Includes relevant career theories, a survey of instruments utilized in assessments, values and career decision-making abilities and relevant occupational information. *Prerequisite: admission to school counseling program.*

SECD 5535 – Strategic Developmental Counseling for School Behavior Problems 3(3-0)

Investigation into the nature of human problems and their solutions. Identifying problem conceptualization, resolution, and contrasting with counseling approaches and interventions. Increase awareness and identification of cultural and societal issues faced by children and adolescents. Identification of environmental factors which impinge on student learning. Interventions identified include peer mediation, conflict resolution, substance abuse, parental involvement, social and emotional maladjustment behaviors, etc. *Prerequisite: SECD 5505 or permission of program coordinator.*

SECD 5540 – School Counseling Consultation 3(3-0)

Exploration of skills for effective consultation with teachers, administrators, parents and community referral resources. Theoretical and practical application with respect to consultation activities will be examined. Emphasis on the learning and practice of specific skills essential to consulting in the schools. The dynamics of child-person relationships and their impact on consulting with parents will be included. *Perquisite: SECD 5505, SECD 5525, SECD 5526, or permission of program coordinator.*

SECD 5555 – Directed Independent Study 3(3-0)

A systematic study of problems of special interest in counseling and guidance. Students are guided in a selection of topics for study. Opportunity for application to an independent or action research project. *Prerequisite: SECD 5505, SECD 5525 or SECD 5526 or SECD 5527 or permission of program coordinator.*

SECD 5560 – Computer Applications in School Counseling and Guidance 3(3-0)

An experience-oriented approach to the use of applications software in the school environment. Emphasis is on using word processing, database, spreadsheet and selected graphics programs in the school environment. An overview of the role of computers in school counseling and guidance. An examination of computer applications as they relate to specific developmental guidance/counseling operations and educational functions. *Prerequisite: permission of program coordinator.*

SECD 5570 – Practicum I 3(3-0)

A series of supervisor experiences in the public school setting. Required for school counseling certification. Application and critical evaluation of all counseling skills in school settings with provision of clinical experience under supervision. Counseling interviews and class lessons will be recorded, discussed and evaluated. Proof of professional liability insurance coverage required. *Prerequisite: SECD 5505, SECD 5515, SECD 5520, SECD 5525, or SECD 5526 or SECD 5527, SECD 5530.*

SECD 5571 – Practicum II 3(3-0)

A series of supervisor experiences in the public school setting. Required for school counseling certification. Application and critical evaluation of all counseling skills in school settings with provision of clinical experience under supervision. Counseling interviews and class lessons will be recorded, discussed and evaluated. Proof of professional liability insurance coverage required. *Prerequisite: SECD 5570, SECD 5505, SECD 5520, SECD 5525 or SECD 5526 or SECD 5527, SECD 5530 or permission from program coordinator.*

SECD 5575 – Selected Topics in School Counseling and Guidance 3(3-0)

Topics will vary each time course is offered. Combination of lecture, discussion, inquiry session and student presentations. May be taken more than once for credit under different topics. *Prerequisite: SECD 5505, SECD 5525 or SECD 5526 or SECD 5527, degree candidacy or permission of the program coordinator.*

SECD 5595 – Internship 3(3-0)

Supervised professional school counseling experience for one year in school setting requiring the application of developmental guidance and counseling principles. A college supervisor and the cooperating field school-counseling specialist will conduct seminars and evaluations that measure student progress.


SECD 5596 – Thesis 3(3-0)

Preparation of the thesis under the supervision of the thesis advisor. *Prerequisite:* EDUC 5501, permission of the thesis advisor and all SECD required courses.

Teacher Support Services Endorsement

This certification endorsement program is available to professional teachers who hold LEVEL 5 certification and who are nominated by their school principals. The six semester-hour sequence leads to certification in Teacher Support Services (TSS). This type of certification is intended for professional classroom teachers who are preparing to be supervisors of student teachers, mentors for interns and beginning teachers, and other staff development services. The complete program consists of the following courses:

EDUC 5587	Introduction to Teacher Support Services	3 hrs.
EDUC 5588	Internship in Teacher Support Services	3 hrs.

EDUCATIONAL AND PSYCHOLOGICAL FOUNDATIONS COURSE DESCRIPTIONS

EDUC 5500 – Educational Statistics 3(3-0)

Application of basic descriptive statistics to education. Data graphs and tables, probability, sampling statistics, correlation and hypothesis testing are studied.

EDUC 5501 – Educational Research 3(3-0)

A study of research methods, procedures and design, including preparation of research abstracts. Writing reports in the field of education and related areas is presented.

EDUC 5502 – Action/Classroom Research 3(3-0)

Advance research, including action research, as it applies to the classroom.

EDUC 5504 – History of Education 3(3-0)

A survey of major developments in the rise of public school in the U.S. from the colonial period to the present.

EDUC 5509 – Philosophy of Education 3(3-0)

A study of the basic tenets of education focusing on current issues and their basic assumptions in schools. The derivations of issues and practices are analyzed.

EDUC 5513 – Language Study for Middle Childhood 3(3-0)

Focuses on elements of language study appropriate to middle childhood including the history and nature of language, the grammars of English, dialects, usage, study skills, spelling and handwriting.

EDUC 5514 – Literature for Middle Childhood 3(3-0)

Wide reading and critique of literature for middle grades youth. The middle grades literature curriculum will be covered in this course.

EDUC 5515 – Adolescent Literature 3(3-0)

Study of literary instruction and of selected literary works, including drama, short story, poetry, essay and novel, relevant to the needs, values and interests of adolescents. Consideration is given to selection of materials, motivation of reading and the development of literary skills appreciation.

EDUC 5524 – Methods and Materials in Teaching English 3(3-0)

Instructional procedures, student activities, materials and evaluation of English in the middle and secondary schools.



- EDUC 5528 – Teaching Composition in Secondary Schools** **3(3-0)**
Curriculum, methods and materials for teaching composition in secondary schools, including the theories, approaches, techniques and procedures from prewriting through evaluation.
- EDUC 5531 – Mathematics Concepts in Secondary Schools** **3(3-0)**
Current problems in teaching mathematics in the secondary school with emphasis on defining objectives, analyzing content and individualized instruction.
- EDUC 5533 – Methods and Materials in Teaching Secondary School Mathematics** **3(3-0)**
Study of methods, materials and strategies for teaching mathematics; evaluative processes and current problems in mathematics education.
- EDUC 5538 – Curriculum Planning** **3(3-0)**
Principles of curriculum planning and development are applied to the specific subtitle area.
- EDUC 5540 – Curriculum Principles** **3(3-0)**
Models for curriculum development and the forces that bear on curriculum decision making will be studied. This is the basic course in principles of curriculum development for graduate students, including those from diverse backgrounds with a variety of career goals.
- EDUC 5542 – Curriculum Needs and Trends** **3(3-0)**
Thorough analysis of the nature and curriculum needs and trends of middle grade students, including program rationale, goals, principles, organizational patterns and instructional alternatives.
- EDUC 5550 – Educational Measurement** **3(3-0)**
Theory and use of standardized measurement instruments in educational settings.
- EDUC 5553 – Psychology of the Inner-City Child** **3(3-0)**
Analysis of the special problems that arise in the relationship between teachers and students in the inner-city community; review of innovative programs with field observations and investigations of psychological, cultural and ecological factors which most strongly influence education in this setting.
- EDUC 5555 – Clinical Approach to Classroom Analysis** **3(3-0)**
Intensive study of various components of the teaching-learning process in the classroom using the latest instructional technology.
- EDUC 5563 – Science in the School Curriculum** **3(3-0)**
Designed for both elementary and secondary teachers; focuses on the development of science curricula in the schools. Rationale and style of recent curriculum innovations in science, the history and development of science in the schools, approaches to curriculum development and application to current schools problems.
- EDUC 5570 – Strategies of Instruction in Science** **3(3-0)**
Designed for teachers in middle schools and high schools. Provides a study of the following topics: nature of science and implication for teaching; nature of learning science, a system for instruction, instructional skills and evaluation of science teaching.
- EDUC 5587 – Introduction to Teacher Support Services** **3(3-0)**
Designed to introduce the professional teacher to the theories and practices of supervising student teaching, internships, mentoring beginning teachers and other support services designed for staff development of professional personnel. *Prerequisite:* consent of instructor.
- EDUC 5588 – Internship in Supervision of Student Teaching** **3(1-9)**
Application of the theories and practices introduced in EDUC 5587. *Prerequisite:* must be assigned to supervise a student teacher, intern or beginning teacher.



EDUC 5593-4-5 – Internship in the Secondary School **3(3-0)**

Students gain potential application of knowledge gained through courses taken. *Prerequisite:* consent of instructor.

EDUC 6600 – Advanced Educational Psychology **3(3-0)**

A study of the theories of learning in public elementary and secondary schools with special attention to the Georgia model. Basic overview of memory and behavior is presented. The thrust of the course is to improve learning in schools.

EDUC 6700 – Foundations in Education **3(3-0)**

A general survey course of organizational design, governance, finance, philosophy, curriculum, leadership, classroom control, management, and psychology of learning.

EDUC 7701 – Advanced Educational Research **3(3-0)**

A study of research methods, procedures and design, including preparation of research abstracts. Writing reports in the field of education and related areas is presented. Action research is focused on current problems in schools.

PSYC 5509 – Introduction to Behavior Modification **3(3-0)**

Introduction to the principles underlying behavior modification and behavior analysis as they apply to various settings. Applied behavior projects will be required. Emphasis will be placed on empirical findings.

PSYC 5515 – Educational Psychology **3(3-0)**

Introduction to the application of psychological theory of educational problems, including the methods of learning and instruction. (This course is a prerequisite for advanced course in related areas.)

PSYC 5520 – Developmental Psychology **3(3-0)**

Examination of dynamics of psychological development throughout the human life cycle with emphasis on the period from infancy through adolescence. Various theoretical perspectives, as well as related research are studied. (This course is a prerequisite for more advanced courses in related areas.)

PSYC 5530 – Adolescent Psychology **3(3-0)**

Study of theory and research on behavior and development of adolescents and youth with emphasis on the implications of these data for education and socialization over the transitional period from childhood in contemporary American society.

PSYC 5550 – Theories of Learning **3(3-0)**

A study of various theories of learning using tapes, film, lectures, and class discussion.

PSYC 5555 – Conditions of Learning **3(3-0)**

A study of the fundamental principles of human learning. The practical implications in education, including learning processes involved in conditioning, verbal learning, transfer, memory, concept formation, perceptual learning, problem solving, thinking, language, and motor learning.



General Administrative Officers

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University System of Georgia
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Hilton H. Howell, Jr., Atlanta, State-at-Large	2004
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Chancellor
Stephen R. Portch



University System of Georgia - Profile

The University System of Georgia includes all state-operated institutions of higher education in Georgia—four research universities, two regional universities, 13 state universities and colleges, and 15 two-year colleges. These 34 public institutions are located throughout the state.

A 15-member constitutional Board of Regents governs the University System, which has been in operation since 1932. Appointments of Board members are made by the Governor, subject to confirmation by the State Senate. The regular term of Board members is seven years.

The Chairperson, the Vice Chairperson and other officers of the Board are elected by the members of the Board. The Chancellor, who is not a member of the Board, is the chief executive officer of the Board and the chief administrative officer of the University System.

The overall programs and services of the University System are offered through three major components: Instruction; Public Service/Continuing Education; Research.

Instruction consists of programs of study leading toward degrees, ranging from the associate (two-year) level to the doctoral level, and certificates.

Requirements for admission of students to instructional programs at each institution are determined, pursuant to policies of the Board of Regents, by the institution. The Board establishes minimum academic standards and leaves to each institution the prerogative to establish higher standards. Applications for admission should be addressed in all cases to the institutions.

Public Service/Continuing Education consists of non-degree activities, primarily, and special types of college-degree-credit courses.

The non-degree activities are of several types, including short courses, seminars, conferences, lectures and consultative and advisory services in a large number of areas of interest. These activities are designed by each institution to meet special educational, informational and cultural needs of the people of the service areas of that institution.

Typical college-degree-credit public service/continuing education courses are those offered through extension center programs and teacher education consortiums.

Research encompasses investigations conducted primarily for discovery and application of knowledge. These investigations, conducted on campuses and at many off-campus locations, cover a large number and a large variety of matters related to the educational objectives of the institutions and to general societal needs.

Most of the research is conducted through the universities; however, some of it is conducted through several of the senior colleges.

The policies of the Board of Regents for the government, management and control of the University System provide autonomy of high degree for each institution. The executive head of each institution is the President, whose election is recommended by the Chancellor and approved by the Board.

State appropriations for the University System are requested by, made to, and allocated by the Board of Regents.



Institutions

Universities

- Athens 30602
University of Georgia - H; A, BJMS, D
- Atlanta 30332
Georgia Institute of Technology - H; B, M, D
- Atlanta 30303
Georgia State University - A, B, J, M, S, D
- Augusta 30912
Medical College of Georgia - H; A, B, M, S, cD

Regional Universities

- Statesboro 30460
Georgia Southern University - H; A, B, M, S, cD
- Valdosta 31698
Valdosta State University - H; A, B, M, S, cD

Universities

- Albany 31705
Albany State University - H; A, B, M, S,
- Americus 31709
Georgia Southwestern University - H; A, B, M, S,
- Augusta 30910
Augusta College - A, B, M, S, cD
- Carrollton 30118
West Georgia College - H; A, B, M, S, cD
- Columbus 31993
Columbus University - A, B, M, S, cD
- Dahlonega 30597
North Georgia University - H; A, B, M
- Fort Valley 31030
Fort Valley State University - H; A, B, M
- Marietta 30060
Kennesaw University - A, B, M
- Marietta 30060
Southern College of Technology - H; A, B
- Milledgeville 30601
Georgia University - H; A, B, M, S
- Morrow 30260
Clayton State University - A, B
- Savannah 31406
Armstrong State University - H; A, B, M, S
- Savannah 31404
Savannah State University - H; A, B, M

Two-Year Colleges

- Albany 31707
Darton College - A
- Atlanta 30310
Atlanta Metropolitan College - A
- Bainbridge 31717
Bainbridge College - A
- Barnesville 30204
Gordon College - H; A
- Brunswick 31523
Brunswick College - A
- Cochran 31014
Middle Georgia College - H; A
- Dalton 30720
Dalton College - A
- Decatur 30089-0601
DeKalb College - A
- Douglas 31533
South Georgia College - H; A
- Gainesville 30503
Gainesville College - A
- Macon 31297
Macon College - A
- Rome 30163
Floyd College - A

KEY

- H-On Campus Student
- Housing facilities

Degrees Awarded

- A-Associates
- B-Bachelor's
- J-Juris Doctor
- M-Master's
- S-Specialist in Education
- D-Doctor's
- cD-Doctor's offered in cooperation with a University System university, with degree awarded by the university



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