



2016 - 2017 Catalog of Graduate Studies

An integral part of the University System of Georgia (USG).

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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 30 institutions of higher learning governed by the Board of Regents of the University System of Georgia.

Albany State University recruits, admits, provides financial aid, and other services 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 without 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 Southern Association of Colleges and Schools Commission on Colleges (1866 Southern Lane, Decatur, Georgia 30033-4097, phone (404-679-4500) 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 contract between students 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. Students are responsible for keeping apprised of current graduation requirements of their particular degree program.

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For information on Graduate Admissions
(229)430-1354
www.asurams.edu/graduate

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History

Albany State University, established originally as the Albany Bible and Manual Training Institute and supported by private and religious organizations, was founded in 1903 by Joseph Winthrop Holley. The Institute provided religious and manual training for African American youths of southwest Georgia. The mission was to train teachers to teach basic academic skills and to train in the trades and industries, with special emphasis on domestic science and art. The Institute remained a privately supported Institution until 1917.

In 1917, the Institute became a state-supported, two-year college with a Board of Trustees, and its name was changed to Georgia Normal and Agricultural College. Offering only a limited program in agriculture, the College viewed as its primary purpose the training of elementary teachers. In 1932, the Board of Regents was established, and the college became a part of the newly established University System of Georgia.

In order to meet the changing needs of society, the mission of the College was expanded in 1943, and the College was granted four-year status and authorized to confer the bachelor's degree in elementary education and home economics. At this time, the College assumed the name Albany State College. Six years later, the program of the College was again expanded to include offerings in the arts and sciences, with majors in the humanities and social studies.

Beginning in 1954, secondary-level programs were developed for teacher preparation in science, health and physical education, business, music, mathematics and natural sciences. The College continued to experience growth and development and was authorized in 1961 to offer a four-year degree program in nursing.

Always striving to address the educational needs of the time, the graduate program, a cooperative effort with Georgia State University, was added to the curriculum during the fall of 1972. Under this program, master's degrees were offered in business

education, mathematics education, elementary education, English education, health and physical education, music education and science education (biology, chemistry and physics). In the spring of 1975, a master's degree in business administration, through Valdosta State College, was added to the graduate program.

During the decade of the '70s, the number of faculty earning the doctorate degree increased by more than fifty percent, and in September 1981, the College began offering a graduate program designed and delivered solely by faculty and staff of Albany State College. Master's degrees in business administration and education were offered. Since then criminal justice, nursing and public administration have been added.

Albany State College was granted university status in July 1996, and the name of the Institution was changed to Albany State University. During this impressive growth and development, the University has been guided by the following presidents:

Joseph Winthrop Holley, D.D., LL.D. (1903-1943)

Aaron Brown, Ph.D., LL.D., Ed.D. (1943-1953)

William H. Dennis, LL.D. (1953-1965)

Thomas Miller Jenkins, J.D., LL.D. (1965-1969)

Charles L. Hayes, Ed.D. (1969-1980)

Billy C. Black, Ph.D. (1980-1996)

Portia Holmes Shields, Ph.D. (1996-2005)

Everette J. Freeman, Ed.D. (2005-2013)

Arthur N. Dunning, Ph.D. (2013-present)

History of Albany State University's Graduate Programs

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 degree and the Master of Science degree in Nursing became effective in 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.

In August 2011, the Graduate School was decentralized and the admission process was transferred to ASU's Admissions Office. All other functions of the Graduate Programs were handled by the departments and colleges.

In the fall of 2014, the Graduate School was re-centralized as a functioning department. During this time, the Master of Business Administration degree program added Supply Chains and Logistics Management as a concentration.

Albany State University's 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. 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 of 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.

Albany State University's Graduate School Mission

The Albany State University's Graduate School mission is to bring an institution-wide perspective to all post-baccalaureate endeavors. To establish, through its faculty, a set of policies that define excellence in graduate programs, high quality curriculum, exceptional student selection, and rigor in faculty appointments.

Accreditation Statement

Albany State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award Bachelor's, Master's, and Education Specialist degrees. Contact the Commissions on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Albany State University. Albany State University is also accredited by the Council for Accreditation of Educator Programs (CAEP), the Georgia Professional Standards Commission, the Council for Accreditation of Counseling and Related Education Programs (CACREP), the Association of Collegiate Business Schools and Programs (ACBSP), the Accreditation Commission for Education in Nursing (ACEN), the Georgia Board of Nursing (GBN), the Council on Social Work Education (CSWE), the American Chemical Society (ACS), the American Academy of Forensic Sciences (FEPAC), and the Network of Schools of Public Policy Affairs and Administration (NASPAA). Individual colleges and departments also hold memberships in the regional and national professional organizations associated with the respective discipline.

ADMISSIONS

Admission Requirements

Individuals seeking admissions to a graduate program must submit the information below to Albany State University Graduate School, Billy C. Black Building, Suite 389, 504 College Drive, Albany, Georgia 31705:

1. A completed graduate school application.
2. A non-refundable application fee.
3. Official transcripts from ALL institutions attended (Bachelor's degree from a regionally accredited college or university is required, see "Categories of Admission" for Grade Point Average requirements).
4. Official and acceptable scores on the Graduate Record Examination (GRE), Miller Analogies Test (MAT), or Georgia Assessments for the Certification of Educators Program Admission Test (GACE). Graduate Management Admission Test (GMAT) is not required. GRE and/or MAT scores more than five years old are not acceptable. Required test varies according to program of study.
6. Program specific supporting documents.

Students are responsible for contacting all institutions previously attended and currently attending for the purpose of requesting official transcripts to be sent to Albany State University's Graduate School. Albany State University's Graduate School will request the official Albany State University transcript for students who have previously attended and/or currently attending Albany State University. Students are responsible for contacting testing agencies for the transmittal of official test scores to Albany State University's Graduate School.

Note: Application records are maintained for only one year for students who do not enroll. Falsifying admissions information and related documentation will result in immediate termination from Albany State University's Graduate School.

Official Acceptance

A letter from Albany State University's Graduate School verifies official acceptance or denial.

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 United States, may contact:

Albany State University's Graduate School

504 College Drive

Billy C. Black Building, Suite 389

Albany, GA 31705

Telephone: (229) 430-1354

E-Mail: graduateadmissions@asurams.edu

International students seeking admission to Albany State University's Graduate School must satisfy the following requirements:

1. A completed graduate school application.
2. A non-refundable application fee.
3. Get official transcripts of all non-U.S. colleges attended evaluated by an official U.S. Credential Evaluation Service. Send the results to ASU's Graduate School. International applicants must have the equivalent of an U.S. Bachelor's Degree. A course-by-course and grade point average (GPA) evaluation is required for college/university records. World Education Services is our preferred credential evaluator and they can be reached at 212-966-6311 or www.wes.org. A listing of all recognized credential evaluation services is available at www.naces.org.
4. Request that all U.S. colleges/universities that you have attended or are attending, send your official academic transcript to ASU's Graduate School.
5. Request that your official Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) scores be sent to ASU's Graduate School if your home country's official language is not English. Minimum score on the TOEFL Paper-based test is 523, Computer-based test is 193, and Internet-based test is 69. Minimum score on the IELTS test is 6.
6. Complete the Certificate of Finances Form and return with verification of financial support to ASU's Graduate School. Such verification can be an official bank statement or a signed letter from a bank officer dated within the past six months verifying that you have at least \$27,600 in U.S. funds or your country's equivalent available for one year of tuition and expenses while attending ASU.
7. Submit required documents for program of interest to ASU's Graduate School.
8. Once all required documents have been received, the completed application packet will be forwarded to the respective department for review.

9. If you are currently attending another college or university in the U.S. and wish to transfer to ASU, you will need to complete the items above that apply to you and send a copy of your current Form I-20, student visa, and I-94 to ASU's Graduate School. You will also need to have a Designated School Official (DSO) complete the ASU Transfer Clearance Form and have it returned to ASU's Graduate School.

10. After you have been approved for admission, a deposit to cover your first semester of fees in U.S. funds must be transferred into your ASU student account under your RAM ID before a Form I-20 will be released from Albany State University. The amount of the deposit will be determined after notification of approval and is based on the fee schedule for the academic term of enrollment.

11. Please provide proof of health insurance coverage that will cover you in the United States. You will be required to purchase health insurance in the U.S. if you do not have such insurance in your home country.

12. Required documents other than official transcripts, test scores, and credential evaluation reports may be imaged and emailed to graduateadmissions@asurams.edu or mailed to Albany State University Graduate School, 504 College Drive Albany, GA 31705 USA. Our office phone number is 229-430-1354.

Admission Application Deadlines

In order to ensure sufficient procession 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 – June 1

Spring Semester – November 1

Summer Semester – April 1

The application should be complete by the last day as indicated.

**Note: International students must complete an application at least one month prior to the deadlines listed above.*

Categories of Admissions

The admission status of applicants accepted into the Albany State University's Graduate School will be classified in one of the following categories.

Regular Admission

Applicants may be granted regular admission to a graduate program if they have met the minimum cumulative grade

point average at the undergraduate level for a specific graduate program and minimum standardized test scores (402 on the Miller Analogies Test (MAT) or 146 Verbal and 140 Quantitative on the Graduate Record Examination (GRE)) including the standard admission requirements. On the GRE, the verbal score and the quantitative score are considered separately and weighted depending on the particular program of study. Grade Point Average (GPA), test scores, recommendation letters, previous graduate work and interviews are used together to determine the candidate's overall likelihood of successful performance in Albany State University's Graduate School and eligibility for regular admission.

Only those with this status are eligible for graduate assistantships.

Note: The Educational Specialist degree program requires a minimum 3.25 grade-point average on all coursework at the Master's level. The Master of Education in School Counseling degree program requires a minimum 2.8 grade-point average on all coursework at the undergraduate level. The Master of Business Administration degree program requires a minimum 3.0 grade-point average in the last 60 hours of undergraduate coursework. The Master of Business Administration in Supply Chain & Logistics Management degree program requires a minimum 3.25 in the last 60 hours of undergraduate coursework. The Master of Science in Nursing degree program requires a minimum 3.0 grade-point average on all undergraduate coursework. The Master of Public Administration degree program requires a minimum grade-point average of 3.0 on all undergraduate coursework.

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 in addition to admission requirements mentioned above:

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. A minimum undergraduate grade-point average of at least 2.2 on all coursework.
3. A score on the MAT of no less than 374 or a score on the Graduate Record Exam (GRE) of no less than 143 Verbal and 138 Quantitative, if applicable to specific program of study admission requirements.

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 from Albany State University's Graduate School. Individuals must achieve regular admission status before they are allowed to graduate.

Note: Individual programs of study may have higher provisional admission standards. Students may not be in provisional status longer than two academic semesters.

Transient Admission

A full-time graduate student in good academic standing at another institution may enroll for one semester as a transient student. The student must complete a graduate school application and their home 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

Students who are not eligible for regular admission, provisional admission, or students who are interested in study for personal enrichment or job-related requirements may be admitted for non-degree admission. No student will be allowed to take more than nine (9) graduate hours in non-degree status. If a student has not gained eligibility for provisional or regular status by the time the nine (9) hours are completed, the student must then select a graduate degree program and submit necessary requirements for full admission.

A student admitted under non-degree status WILL NOT be eligible for financial aid.

Readmission

Students who have not been in attendance for one or more semesters must apply to Albany State University's Graduate School for readmission.

Note: Summer Semester is not included as a semester of non-attendance.

Certification Only Admission

Students interested in pursuing one of the certification programs offered by the College of Education must complete the following:

K-12 Initial Teaching Certification

Post Baccalaureate Certification Only

1. A completed post baccalaureate school application.
2. A completed application for evaluation for teacher certification (contact the College of Education).
3. A non-refundable application fee.
4. Official transcripts from ALL institutions attended (Bachelor's degree from a regionally accredited college or university is required).
5. Passing all required assessments of GACE (Program Admissions, Ethics-Entry, Ethics-Exit, Content Area(s), and edTPA).

School Counseling Add-On Certification

1. A completed graduate school application.
2. A completed application for evaluation for teacher certification (contact the College of Education).
3. A non-refundable application fee.
4. Official transcripts from ALL institutions attended (Master's degree in an educational field with a cumulative graduate grade point average of at least a 3.0 from a regionally accredited college or university is required).
5. Valid Georgia Level 5 Clear Renewable Teaching Certificate or its equivalent per Georgia's Professional Standards Commission requirements.
6. Three (3) recommendation forms.
7. Complete a successful interview with the admissions committee, including completing a writing sample at the interview.

Educational Administration and Supervision Add-On Certification

1. A completed graduate school application.
2. A non-refundable application fee.
3. Official transcripts from ALL institutions attended (Master's degree from a regionally accredited college or university is required).
4. 3 recommendation forms (1 must be from a current immediate supervisor).
5. Valid Georgia Level 5 Clear Renewable Teaching Certificate or its equivalent per Georgia's Professional Standards Commission requirements.
6. Official documentation indicating three years of professional education experience.
7. Superintendent's Assurance Form. *Note: A student admitted to a graduate certification program may earn more than nine credit hours; however, only nine hours will be accepted toward the master's degree.*

Senior Policy

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

1. Submission of admission requirements to enter Albany State University's Graduate School; seniors must apply and be formally accepted as non-degree seeking students in a specific graduate program.
2. Seniors in an undergraduate program can be admitted only as non-degree seeking students into Albany State University's Graduate School.

3. Seniors must be within twelve (12) hours of graduation to be admitted to a Graduate Program.
4. Seniors who have been approved by the Dean of the Graduate School are limited to a maximum of sixteen (16) total hours (graduate and undergraduate) per semester. Their enrollment must not exceed 16 hours per semester (i.e., up to a total of six (6) graduate and ten (10) undergraduate hours), the maximum number allowed without an overload approval.
5. Seniors are permitted to take a maximum of two graduate courses (6 hours) during any semester.
6. Seniors enrolled in a graduate program must have and maintain at least a 3.0 grade-point average.
7. Seniors must follow the same regulations that all non-degree status students in Albany State University's Graduate School must follow.
8. With the exception of seniors enrolled at Albany State University, all other applicants to Albany State University's Graduate School must have a bachelor's degree from a regionally accredited college or university before they can be admitted. Only a total of nine (9) semester hours taken under non-degree status will be accepted to fulfill the requirements for a subsequent master's degree.
9. Nine (9) semester hours taken under non-degree status will be accepted to fulfill the requirements for a subsequent master's degree.

Admission Deferment

Students who are admitted and do not enroll for the semester in which they were admitted must defer their admission if they desire to attend at a later date. Formal written documentation from the student indicating the semester in which they plan to defer will satisfy their deferment.

Note: One deferment is allowed only for the academic semester following the semester for which the student was admitted.

Appeals of Admission Decision

Applicants denied admission to Albany State University's Graduate School may appeal the decision but only on the grounds that the denial was based on an inaccurate evaluation of minimum program requirements or a violation of Albany State University's Equal Opportunity Statement listed below. Meeting minimum admission requirements does not guarantee admission to the graduate school.

The graduate school decision appeal must be in writing, must state specifically the grounds for the appeal, must be accompanied by supporting documentation, and must be directed and delivered to Albany State University's

Graduate School. Upon receipt of the appeal, the Graduate School will forward the applicant's file and appeal letter and communicate the decision rendered by the Appeals Committee of the Graduate Council. Students who submit an appeal will not be considered for the semester in which they were denied, instead, they will be considered for the following semester.

Change in Status

A student admitted to a graduate program remains in his or her original academic status until notified in writing by the Graduate Admissions Office of the approval of a change in status.

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 admission deadlines and the Admission Requirements 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.

Equal Opportunity Statement

Albany State University is an equal employment, equal access, equal educational opportunity and affirmative action institution which adheres to all federal and state civil rights laws banning discrimination in public institutions of higher education.

The University is committed to insuring equal opportunity to all students, employees, and applicants for employment or admission without regard to race, color, religion, sex, national origin, age, veteran status, physical or mental disabilities, or sexual orientation. It is the policy of Albany State University to comply with all federal laws, including the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act (ADA) of 1990 (Title II), Title IX of the Education Amendments of 1972 (Title IX), Title VI of the Civil Rights Act of 1964 (Title VI), Executive Order (E.O.) 11246, and all subsequent amendments and implementing regulations which prohibit discrimination as above described. In accordance with the requirements above, Albany State University affirmatively states that it does not discriminate on the basis of race, color, religion, sex, age, veteran status, disability or national origin in its employment and/or educational programs and activities. Albany State University is an Affirmative Action/Equal Opportunity Institution.

The University shall take action, to the extent allowed under state and federal law, to ensure fulfillment of this

policy. For questions or more detailed information regarding this policy, or to file a complaint regarding violation of this policy, please contact the Albany State University Office of Human Resources, 504 College Drive, ACAD Building, Room 382, Albany, Georgia 31705, Director of Human Resources, Steve A. Grant at 229-430-4623. Students requiring disability related accommodations for participation in any event or to obtain print materials in an alternative format, please contact the Student Disability Services Center, New Student Center, 2nd Floor, Green Zone (Room 2-140), Dr. Stephanie Harris-Jolly, Director of Counseling and Student Disability Services, 229-903-3610.

ACADEMIC POLICIES

Residence Classification

Residence status is not changed automatically, and the burden of proof rests with the student to provide documentation that he or she qualifies as a legal resident under the regulations of the Board of Regents of the University System of Georgia. To ensure timely completion of required processing, a student/applicant requesting a change in residence classification for a specific semester should file the "Petition for Georgia Residence Classification" and all supporting documentation no later than three weeks (20 working days) prior to registration. Decisions prior to registration cannot be guaranteed when petitions and all supporting documentation are received after the specified deadline.

If the petition is denied and the student wishes to petition for a later semester, a new Petition for Georgia Residence Classification must be submitted for that semester.

A petition to be reclassified as a resident of Georgia can be obtained from the Office of Academic Services and Registrar. Supporting documents and petition should be returned by July 1 for Fall Semester, December 1 for Spring Semester and May 1 for Summer Semester.

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 Provost. Any graduate student who has been excluded twice for scholastic reasons will not be readmitted to the University under any circumstance.

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 final determination made by the Dean of the Graduate School. Students wanting to apply for an exception should submit formal written documentation to Albany State University's Graduate School indicating how the student is engaged in full-time academic work while not taking either nine (9) semester hours during the fall and spring, six (6)

semester hours during the summer, or registered for three thesis hours.

Graduation 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 Albany State University's Graduate School.
2. A minimum of 30 semester hours in a prescribed curriculum must be completed with an overall grade point average of at least 3.0 (See individual programs for specific requirements).
3. All coursework 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, capstone project, or thesis must be successfully completed. Requirements may differ according to program of study.
6. Applications for graduation must be submitted at least one semester in advance of the anticipated semester of graduation. Applications may be obtained from the Office of Academic Services and Registrar and must be accompanied by a Final Program of Study.

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 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. A final planned program is submitted at the time the student applies for graduation to the Office of Academic Services and Registrar. Adjustments to the final planned program are not permitted.

Academic Standards

Albany State University's Graduate School is committed to offering high quality graduate programs. 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 Registrar's Office at the end of the semester, and these are made a part of a student's permanent record.

The following letters denote the official grades with the meaning and their equivalent quality points:

A=EXCELLENT: Four (4) quality points per semester hour

B=GOOD: Three (3) quality points per semester hour

C=SATISFACTORY: Two (2) quality points per semester hour

D=PASSING: One (1) quality point per semester hour

F=FAILURE: Zero (0) quality points, 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=INCOMPLETE: 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 requirements. 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 "Incomplete" is not satisfactorily removed after two (2) semesters of matriculation, the symbol "I" will be changed to "F." To remove an "Incomplete," the student must secure a permit from the Office of Academic Services and Registrar and submit it to the instructor. The instructor will execute a Request to Remove an Incomplete form and submit it to the Office of the Vice President of Academic Affairs for approval.

IP= IN-PROGRESS: This symbol indicates that credit has not been given in courses that require a continuation of work beyond the term for which the student signed up for the course. The use of this symbol is approved for dissertation and thesis hours and project courses. Students may enroll in and take courses in which the "IP" symbol is awarded for up to three successive terms. With the exception of Learning Support courses, this symbol cannot be used for other courses. If the student has not completed the course(s) after three successive terms, the student must request and be granted approval to re-enroll in the

course(s) by the Department Chair, Dean and Provost. This symbol cannot be substituted for an "I" (incomplete).

W=WITHDREW: Without penalty, 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=SATISFACTORY: 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=UNSATISFACTORY: 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=AUDIT, NO CREDIT: 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= CREDIT BY EXAMINATION: 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, 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 Vice President for Student Affairs and

the Provost to receive a grade of “W.” Students suspended for disciplinary reasons will automatically receive the grade of “W.”

Note: Please see the “REFUND POLICIES” section in this catalog.

Scholastic Warning

A graduate student with regular status whose cumulative grade point average falls below 3.0 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 University. Failure to achieve a 3.0 cumulative grade point average by the end of the next semester of enrollment will result in scholastic termination.

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 semester 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 comprehensive examinations.
4. Cheating and/or plagiarism.

Academic Advisement

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

Faculty and Professional Staff Conflict of Interest

1. In any case where a conflict of interest may exist because an employee, student or faculty member has immediate family ties with the grantor of grades in a course or within a degree program, the course grade of degree shall be subject to review by the Dean of the College and the Provost and Vice-President for Academic Affairs.
2. Faculty, staff and administrative personnel are eligible to be enrolled in a graduate degree program of study within their own college provided that there is neither conflict of interest nor a restriction established by the policies in this document.

3. Faculty, staff and administrative personnel may enroll as graduate students in another college other than the one in which they are employed provided that there is neither conflict of interest nor a restriction established by the policies in this document.
4. A graduate student within a specific discipline shall not hold nor be assigned any secretarial or administrative position in the department in which the graduate student is seeking a degree.
5. Employees of Albany State University shall not be allowed influence academic decisions in the department or program in which they are enrolled as degree program students.
6. Employees of Albany State University shall not be allowed to seek a graduate degree in a program in which they are in a position to alter graduate records.
7. Members of the immediate family (such as spouse, parent, child, brother, or sister) of a faculty member may enroll for graduate credit in course taught by the faculty relative only with written approval of the chairperson of the department, the dean of the college, and the Provost and Vice President of Academic Affairs.
8. Members of the immediate family may be enrolled in a graduate degree program in which the faculty relative has voting status only with the written approval of the chairperson of the department, the dean of the college, and the Provost. This statement does not prohibit faculty relatives from enrolling in degree programs in other departments within the same college.
9. When a full time employee desires to enter a graduate program, the immediate supervisor and the dean of the college must be notified by the employee. The employee and administrators must reach a common written understanding about job requirements and academic responsibilities.
10. If a second degree is pursued within the Albany State University Graduate Programs, only up to nine (9) graduate hours may be transferred from a previous graduate degree. Faculty, staff and administrative personnel are limited to two master’s degrees at Albany State University, from which only nine (9) graduate hours can be transferred to the second master’s degree.
11. Exceptions to this policy may be granted only by a majority vote of the Graduate Council or by the President of Albany State University or his designee.

Legal Residency Requirements

Legal residents of Georgia, as well as certain categories of nonresidents, may be enrolled upon payment of resident fees in accordance with the following Regents’ rules:

1. (a) If a person is 18 years or older, he or she may register as a resident student only upon showing that he or she has been a legal resident of Georgia for a period of at least 12 months immediately before the 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 only 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. If a parent or legal guardian of a minor changes 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 in-state tuition. After the expiration of the twelve-month period, the student may continue his or her registration only upon the payment of fees at the out-of-state rate.
4. In the event that a legal resident of Georgia is appointed as guardian of a nonresident minor, such minor will not be permitted to register as an in-state student until the expiration of one year from the date of court appointment and then only upon a proper showing that such appointment was not made to avoid payment of the out-of-state fees.
5. Aliens shall be classified as nonresident students; provided, however, that an alien who is living in this country under an immigration document permitting indefinite or permanent residence shall have the same privilege of qualifying for in-state tuition as a citizen of the United States.
6. Waivers: An institution may waive out-of-state tuition for:
 - a. nonresident students who are financially dependent upon a parent, parents or spouse who has been a legal resident of Georgia for at least 12 consecutive months immediately preceding the date of registration; provided, however, that such financial dependence shall have existed for at least 12 consecutive months immediately preceding the date of registration;
 - b. international students, selected by the institutional president or his or her authorized representative, provided that the number of such waivers in effect does not exceed one percent of the equivalent full-time students enrolled at the institution in the fall semester immediately preceding the semester for which the out-of-state tuition is to be waived;
 - c. full-time employees of the University System, their spouses and their dependent children;
 - d. medical and dental residents and medical and dental interns at the Medical College of Georgia.
 - e. military personnel and their dependents stationed in Georgia and on active duty unless such military personnel are assigned as students to system institutions for educational purposes.
 - f. full-time teachers in the public schools of Georgia or in the programs of the State Board of Technical and Adult Education and their dependent children. Teachers employed full-time on military bases in Georgia shall also qualify for this waiver;
 - g. career consular officers and their dependents who are citizens of the foreign nation which their consular officer represents, and who are stationed and living in Georgia under orders of their respective governments. This waiver shall apply only to those consular officers whose nations operate on the principle of educational reciprocity with the United States;
 - h. selected graduate students at university-level institutions.
 - i. students who are legal residents of out-of-state counties bordering on Georgia counties in which an institution of the University System is located and who are enrolled in said institution.

A student who is classified as a resident of Georgia must notify the Office of Academic Services and 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 officer.

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 Office of Academic Services and Registrar, Albany State University, Albany, Georgia 31705.

Health Services

Health care may be obtained in Student Health Services. The center is staffed with nurse practitioners, a licensed practical nurse and a consulting physician. Student health fees entitle the student to unlimited visits for care. All care provided is confidential.

All students admitted to the University are required to submit documentation of their current immunization status. Students who do not submit this information will have a health service hold placed on their record. If a hold is

placed on the student's record, registration for the next semester will be denied until the information is submitted. A health history will be completed at the time of the first visit to the center.

Health fees will not cover admission to hospitals or services rendered or payment to drugstores for filling prescriptions. Any expenses incurred for treatment or care by the hospital or local physicians will be the financial responsibility of the student and his/her parents/guardians.

Student Health Services will be closed during official holidays. The University reserves the right to request a student to submit to a medical examination whenever advisable. Registration may be denied any student, prospective or enrolled, who, in the judgment of University Health Services, is suffering from an illness that would endanger the health of others or for which the University cannot provide services.

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 grounds for expulsion from Albany State University's Graduate School. 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 an official request is made by the candidate and approved by the Provost.

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

Credit earned through correspondence work may not be applied toward satisfaction of 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 load for a graduate student who is not on a graduate assistantship is 9-13 hours (assistantship, 9 hours). Overload must be approved by the department chair and Dean of the Graduate School. In no case shall overloads exceed 16 graduate hours.

Credit Hour Definition

Albany State University bases the awarding of credit hours on section 3.4.1 of the University System of Georgia Policy Manual – often referred to as the “750 minute policy” which states: "All USG institutions shall be on the semester system (BOR Minutes, December, 1995). The academic year shall consist of two (2) regular semesters, each not to be less than fifteen (15) calendar weeks in length, excluding registration. A minimum of 750 minutes of instruction is required for each semester credit hour." ASU expands on this definition by stipulating not only the number of hours of instruction, but also by stipulating the number of hours (or equivalent) that students are required to devote to each course outside of class. By so doing, the University policy (below) explicitly aligns with both SACS and federal policies on the awarding of credit hours: For each credit hour, a student is to be engaged for 50-minutes of instruction time per week (or the equivalence of 750 minutes) over the entire semester of approximately 15 weeks through time in the classroom or direct faculty instruction, or on assignments, discussions, and/or examinations, excluding the final, to meet the required learning outcomes and two hours of student work outside of class each week with course activities, as reflected in the course syllabus. The credit hour definition for courses or portions of a course designated for learning activities that involve experiences or take place outside of the classroom varies according to the course. Students in these courses are expected to perform these out-of-class activities including work-place observation, shadowing, technical training, supervised teaching, etc., for a specified period of time—number of weeks, days during the week, and hours per day. The ratio of credit hour to contact time will vary with the program involved, but are designated in the course syllabus (the hours for class and hours for lab/clinical/other). Academic credits assigned to these courses align with each program's accreditation standards and are determined by the number of out-of-class contact (work) hours the student is required to complete. The definition for a credit hour is the same for face to face or online courses.

Degree or Transcript Issuance

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

Direct 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 his or her academic advisor.

Disruptive and Obstructive Behavior

The Board of Regents of the University System of Georgia reaffirms its policies to support fully the 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

Albany State University is in compliance with the Family Educational Rights and Privacy Act of 1974, U.S. Public Law 93-380. This Act was designated to protect the privacy of educational records and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. For more information, please visit the U.S. Department of Education website at <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html?src=rn>. Or, contact the Office of Academic Services and Registrar.

Grades

Official course grades are transmitted to students only by the Office of Academic Services and 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 Office of Academic Services and Registrar and must be accompanied by a Final Planned Program of Study.

Residence Requirements

According to the graduate program of study, the total number of semester hours needed to complete a graduate program, less the nine (9) allowable semester transfer hours, equals the minimum amount of semester hours that must be earned in coursework offered by Albany State University.

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, Visa 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 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. Fees are set during each Spring Semester by the Georgia Board of Regents and may change each year. Fees below are for 2015-2016.

Graduate Student Fees

Matriculation (Fewer than 9 hours per semester credit hour)	\$189.00 per hour
Non-Resident Tuition (Fewer than 9 hours per semester credit hour)	\$755.00 per hour
Online Tuition (Per credit hour)	\$300.00 per hour

Fees and Expenses Beyond Matriculation Fees

Parking (Motor Vehicle) Fee	\$15.00
Graduation Fee	\$40.00
Transcript Fee	\$3.00
Student Activity Fee	\$84.00
Student Athletic Fee	\$201.00
Health Service Fee	\$56.00
Special Institutional Fee	\$234.00
Student Center Facility Fee	\$176.00
Technology Fee	\$45.00

Access Card Fee	\$5.00
Late Registration Penalty Fee	\$50.00
Returned Check Fee	\$30.00

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 Albany State University Student ID number of the student for whom payment is intended when fees are sent by mail.

General Refunds

In accordance with the refund policy of the Board of Regents, refunds will be made on institutional charges and other mandatory fees upon a student's total withdrawal from the institution. The refund amount for a student withdrawing from the institution shall be based on a pro rata percentage, determined by dividing the number of calendar days in the semester that the student completed by the total calendar days in the semester. The total calendar days in a semester will include the weekends but will exclude scheduled breaks of five or more days in which a student was on an approved leave of absence.

A student is eligible to retain only the percentage of Title IV aid disbursed that is equal to the percentage of the enrollment period completed by the student. The unearned Title IV aid must be returned to the appropriate federal aid program(s). Students who withdraw from the institution when the calculated percentage of completion is greater than 60 percent are not entitled to a refund of any proportion of institutional charges, and no Title IV aid needs to be returned. When one withdraws prior to the first day of class, he/she is entitled to a 100 percent refund. A refund of all tuition and other mandatory fees shall be made in the event of death of a student at any time during the academic year.

The student is responsible for returning the unearned Title IV Program assistance for which the school is not required to return. The amount to be returned is the net amount disbursed from each source in the same order required by the school (Unsubsidized FFEL/Direct Stafford Loan, Subsidized FFEL/Direct Stafford Loan, Perkins Loan, FFEL/Direct PLUS, Pell Grant, FSEOG and other Title IV programs) less the portion returned to the respective source(s) by the school. Loan proceeds are returned in accordance with the terms of the promissory note.

Any student who wishes to withdraw from the University must secure a withdrawal form from the Office of Academic Services and Registrar, complete it and have it approved by the Registrar, Director of Financial Operations, Vice President for Student Affairs and Director of Financial Aid. The student must file a copy in each office and will then be eligible for a refund of fees in accordance with the above policy.

MILITARY SERVICE REFUND

Subject to institutional policies, full refunds of tuition and mandatory fees and pro rata refunds of elective fees are hereby authorized for students who are:

1. Military reservists (including members of the National Guard) who, after having enrolled in a USG institution and paid tuition and fees, receive orders to active duty or are reassigned for temporary duty or mandatory training that prevents completion of the term; (BoR Minutes, June 2011)
2. Commissioned officers of the United States Public Health Service Commissioned Corps (PHSCC) who receive deployment orders in response to a public health crisis or national emergency after having enrolled in a USG institution and paid tuition and fees; (BoR Minutes, February 2010)
3. Active duty military personnel who, after having enrolled in a USG institution and paid fees, receive reassignment or a temporary duty assignment or a training assignment that would prevent completion of the term; (BoR Minutes, June 2011) or,
4. Otherwise unusually and detrimentally affected by the activation of members of the reserve components or the deployment of active duty personnel of the Armed Forces of the United States who demonstrate a need for exceptional equitable relief. (BoR Minutes, June 2011)

Note: Refunds are not made for a reduction in class load after the first day of classes.

EASY REFUND SYSTEM – BankMobile

New students who complete course registration will have a BankMobile Easy Refund Selection Envelop mailed to their local address on file. This refund selection envelop asks the student to select one of three options: 1) direct deposit to the student's own bank account, 2) BankMobile account with a fleet of 30,000 ATMs nationwide or e) check mailed to the student. The student will have to wait for 5-10 business days to receive a card in the mail if the student selects the BankMobile account.

To receive a refund for the current semester, the following requirements must be satisfied:

- You must be enrolled in classes for this semester.
- All tuition, fees and any fines must be paid on your account.

- A credit balance must remain after all tuition, fees and fines have been paid, the "Credit Balance Authorization" on the Student Authorizations page in Banner Web MUST be "BLANK" or answered to "RESCIND."

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 a graduate program must submit a non-refundable application fee of twenty-five dollars (\$25). 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, Billy C. Black Building, Room 170, or from the Graduate School Office, Suite 389, Billy C. Black Building.

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 and the State Vehicle Registration are 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 students' expense.

A student parking permit costs \$15 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 set each year by the Board of Regents. Students may apply for an out-of-state waiver through the Registrar's Office.

A fee schedule can be located on the Registrar's page on the ASU website (www.asurams.edu).

Student Activity Fee

A comprehensive fee of \$801 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 Academic Services and Registrar. A fee of \$3 (three dollars) is charged for each 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 file through the Graduate Admissions 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.

New Stafford loan regulations beginning Fall semester 2012

Effective July 1, 2012, graduate students will no longer be eligible to receive Federal subsidized Stafford Loans. Regardless of the student's Estimated Family Contribution (EFC), graduate students will only be eligible for unsubsidized Federal Stafford Loans beginning with Fall Semester 2012. Although no changes were made to the annual and aggregate loan limits, graduate students must plan to pay the annual interest that will accrue on their loans while they are enrolled. Unless you make interest payments while you are enrolled school, your federal loans will accrue interest at a fixed rate of 6.8% while you are enrolled. Stafford

loans will also have a 1% origination fee starting July 1, 2012.

Financial Aid Application Procedures

Complete the Free Application for Federal Student Aid (FAFSA). Instructions for completing the form and the appropriate address are all contained within the FAFSA application. You must be accepted for Graduate Admissions by Albany State University's Graduate School as a Regular Admit or Provisional Admit to receive aid. Title IV Funds are available for students seeking Graduate Certification.

Sources of Financial Aid

Graduate Assistantship

The University offers a limited number of graduate assistantships worth \$8,000 per year. A graduate assistant works 19 hours a week and receives in return a stipend of \$4,000 per semester, excluding summer 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 balance is paid to the assistant in monthly installments. Application for all graduate assistantships should be made through the Financial Aid 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 FAFSA is required for consideration of this scholarship.

HOPE Teacher Scholarship Program

The Federal Teacher Education Assistance for College and Higher Education (TEACH) Grant Program that provides grants of up to \$4,000 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families. If, after reading the (FAQ), you are interested in learning more about the TEACH Grant Program, you should complete the Albany State University TEACH Grant Application to begin the application process. Eligible degree majors are determined by the Federal Department of Education as based on teacher shortage. A list of eligible majors is provided for the currently academic year on the ASU TEACH Grant Application.

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 area in which Albany State University participates is the health field - nursing (graduate and undergraduate). The maximum loan amount per academic year is \$2,000. The Free Application for Federal Student Aid Form (FAFSA) is 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 Loans begins nine months after the student leaves college, graduates or drops below halftime. The interest rate is five percent. The Free Application for Federal Student Aid Form (FAFSA) is 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. The 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. The 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 person is advised to have money available to cover his or her in advanced payment with the VA.

Interested persons should contact the Office of Academic Services and Registrar for information and assistance

pertaining to eligibility and application for Veterans Educational Benefits.

Satisfactory Academic Progress

Federal regulations require that all students receiving any form of financial assistance make and maintain satisfactory academic progress toward the completion of their degrees in order to remain eligible to receive assistance. Students are evaluated on the basis of GPA (Grade-Point Average), credit hour completion and maximum time-frame limitation. The Financial Aid Department is responsible for evaluating satisfactory academic progress of students receiving financial assistance. Students are considered to be making satisfactory academic progress if they meet the two standards of measurement (Qualitative and Quantitative).

Qualitative Measurement

All students are expected to maintain the same academic standards as outlined in the official catalog of Albany State University.

Students receiving financial aid must meet the minimum academic standards. Undergraduates and post baccalaureate students must maintain a 2.0 minimum cumulative GPA to remain in good academic standing for financial aid. Graduate students must maintain a 3.0 minimum cumulative GPA to remain in good academic standing for financial aid. The GPA is evaluated based on the student's last two semesters of enrollment at the end of spring term or at the end of summer term before the aid year that the student is applying for financial aid.

Students whose academic standings fall below the minimum prescribed standards will be governed by the following for receiving financial aid:

Graduate Status

1. Financial Aid Probation status will exist if the student's last semester's cumulative GPA is below a 3.00 and the previous semester's cumulative GPA is above a 3.00.
2. Financial Aid Suspension status will exist if the student's last semester GPA is below A and the previous semester's cumulative GPA is below a 3.00.

Minimum Percentage of Credit Hours Completion

Students must successfully complete 67 percent of the courses for which they register each academic year. The grades of A, B, C, D and S count as successful completion of coursework. Students' completion rates will be reviewed at the end of the spring semester unless enrolling for the summer semester. At the end of the spring semester, those students who have not successfully completed 67 percent of their courses during the last two terms of enrollment will have their financial aid terminated effective the next fall semester. Students starting spring semester will not be reviewed until the following spring

semester, which will allow the students at least two semesters to prove themselves eligible for financial aid. Repeated courses will count as hours attempted.

Maximum Time Frame Completion

The maximum number of hours (time frame) allowed is 150% of the number of semester hours required to earn a degree. For example at Albany State University, the average degree requires 120 to 127 hours for completion and the average graduate degree requires 36 hours for completion; therefore students may not receive financial aid after they have attempted 190 semester hours (undergraduate) and 54 semester hours (graduate). The first 30 semester hours of Learning Support courses combined are not counted in the maximum number of hours. Transfer credits are counted in the maximum number of hours. The purpose of student financial aid is to assist students in earning a degree. Students who have earned enough hours to complete degree requirements are no longer eligible to receive financial aid. Students who change majors or degree programs may reach their eligibility limits for receiving financial aid before obtaining a degree. Students who elect to change majors or degree programs should do so early to avoid jeopardizing eligibility for financial aid.

Quantitative Measurement

In addition to maintaining the required academic standards (grade-point average), students' progress toward completion of an academic degree is measured by three criteria:

- Students completing a minimum percentage of credit hours attempted each academic year (If a student only has 1 semester of attendance for the current academic year, then the prior semester of attendance will be used to calculate the minimum percentage).
- Student completing the requirements for their degree within a maximum number of hours.
- Students completing mandatory academic remediation coursework within a maximum of 30 attempted hours.

Other Conditions Governing SAP Progress

All credit hours attempted during each term in which a student is enrolled will count toward the maximum time frame and minimum credit hours of completion. A student is considered enrolled based on the number of credit hours registered after published drop/add period of each academic term. Students who drop courses or completely withdraw from the University during the 100 percent refund (drop/add) period will not have those hours considered in determining total hours registered.

Students who drop courses or completely withdraw from the University after the 100 percent refund period will have those hours considered in determining total hours registered, which will count toward the maximum time frame calculation.

Transfer credits are counted in the maximum number of hours. Transfer grades are not counted when evaluating SAP. Repeated courses will count in the calculation of attempted hours. (The grade earned when the last grade is received for a course is the only grade that counts toward the grade-point average (qualitative measurement).

Students who change majors or degree programs may reach their maximum time frame for receiving financial aid before obtaining a degree. Students who elect to change majors or degree programs should do so early to avoid jeopardizing eligibility for financial aid.

Grades of A, B, C, D or S count as successful completion of a course. Grades of F, I, IP, W, WF, U or Audit do not count as successful completion of a course.

Reinstatement of Financial Aid

Students may apply for reinstatement of financial aid by achieving one of the following:

- Completing 6 or more semester hours at their own expense with a minimum semester grade-point average of 2.50 (undergraduate) and 3.0 (graduate) at Albany State University. Grades will be reviewed at the end of the next evaluation period.
- Accomplishing a successful appeal through the process described below.

Appeals Process

An appeals process is available for students who have extenuating circumstances that account for their lack of academic progress. Appeals must be made in writing to the Financial Aid Committee. Students must complete Financial Aid Appeals petitions along with supporting documents to indicate the specific reason(s) for failure to make satisfactory progress. The committee will review the statement and supporting documents, as well as past performance and past academic record. Students will be notified in writing of the committee's decision. Students that are academically eligible for enrollment and are approved for financial aid through an appeal remain eligible until the next evaluation period.

DEGREE PROGRAMS

Albany State University Grants Master degrees in Education (M.Ed.), Nursing (M.S.), Public Administration (M.P.A.), Business Administration (M.B.A.), Criminal Justice (M.S.), and Social Work (M.S.W.). An Education Specialist degree (Ed.S.) in Educational Administration & Supervision is also available.

Online courses and/or programs are offered in several Colleges. Students should check with the program in which they are interested about online offerings.

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

The Master of Business Administration (MBA) Degree program is offered in the College of Business. Students may earn a general MBA or add concentrations in Accounting, Healthcare Administration, or Supply Chain and Logistics.

Master of Science in Criminal Justice (M.S.)

The M.S. degree in Criminal Justice is offered by the Department of Criminal Justice, Sociology and Psychology with concentrations in law enforcement, corrections, forensic science and public administration.

Master of Social Work (M.S.W.)

The Master of Social Work degree is offered by the College of Arts and Humanities to prepare students for clinical practice with vulnerable children, families and adults throughout the lifespan. Students can take additional courses that will prepare them academically for state clinical licensure examination for social workers (LCSW).

Master of Science in Nursing (M.S.N.)

The M.S. in Nursing degree is offered by the Department of Nursing and Health and Human Performance with concentrations in family nurse practitioner and nurse educator.

Master of Education (M.Ed.)

The M.Ed. degree is offered by the College of Education with concentrations in early childhood education, educational leadership, health and physical education, mathematics education, middle grades education, science education, English education, school counseling and special education general curriculum.

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

The Master of Public Administration degree is offered by the Department of Public Administration with concentrations in community and economic development administration, criminal justice administration, general administration, health administration and policy, human resources management, public policy, and water resources management and policy.

Education Specialist Degree in Educational Administration and Supervision (Ed.S.)

The Ed.S. degree offered in the College of Education is designed to prepare professional personnel for positions such as superintendents, associate or assistant superintendents, principals or policy planners.

College of Business

The College of Business offers the Master of Business Administration (MBA) Degree program with concentrations in Accounting, Healthcare Administration, Supply Chain and Logistics Management, and Public Administration. The general MBA is a 30-semester hour graduate degree program, while the MBA with concentrations in Accounting, Healthcare Administration, Supply Chain and Logistics Management, and Public Administration is a 33-semester hour graduate degree program.

THE MBA MISSION

The faculty and staff of the College of Business are firmly committed to offering a real-world graduate degree program for business professionals who seek advancement to middle and upper level management positions. The program is also designed to meet the academic needs and expectations of new undergraduate degree holders. The MBA program's fundamental purpose is to develop professional managers/leaders capable of making valuable contributions to the sustainability and growth of their chosen organizations.

The program's primary geographic focus has been individuals located throughout the Albany, Georgia metropolitan area, Southwest Georgia and the Southeastern United States. With distance learning opportunities and other technological advancements such as online courses, the program aims to reach out to business professionals throughout the country and the world.

MBA PROGRAM GOALS AND OBJECTIVES

MBA students have the opportunity to acquire the knowledge, skills, and leadership competencies to perform effectively in complex and rapidly changing environments. They are able to develop strategies and to respond proactively to business challenges and opportunities. Graduates learn to integrate functional expertise in seamless organizations and to create high-performance, pluralistic organizational cultures appropriate to the business 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 thus promote above-average returns for the business.

MBA Student Learning Goals and Objectives

1. Communication

Students will be able to compare and contrast business issues and solutions effectively in a professional manner both orally and in writing using appropriate word choice, tone, and grammar.

Objective 1

Students will be able to make oral presentations using appropriate technology in a professional businesslike manner.

Objective 2

Students will be able to prepare a written business report.

1. Leadership

Students will apply leadership and team building skills to support career growth and preparation for management (executive) responsibilities/challenges.

Objective 1

Students will apply collaborative and interpersonal skills to work effectively in teams (manage and organize) to solve business problems.

1. Managerial Knowledge

Students will evaluate broad knowledge across core business disciplines to interpret and explain problems in the business environment.

Objective 1

Students will evaluate strategic knowledge across business disciplines and apply this knowledge to decision making by evaluating evidence and selecting among alternatives that reflect the cross-functional nature of management processes.

1. Business Analytics

Students will be able to appraise business problems, generate potential solutions, and choose an appropriate course of action, using appropriate tools and techniques.

Objective 1

Students will examine and interpret appropriate analytical/statistical estimates to make sound business decisions across disciplines.

Objective 2

The student will demonstrate business judgment and rationality when synthesizing data to arrive at appropriate conclusions and strategies.

Objective 3

Students will apply a high level of skills in problem solving/decision making in unfamiliar circumstances through understanding of relevant disciplines and application of appropriate techniques to generate sound business decisions.

1. Ethical Practices

Students will use their understanding of ethic theories and models to make ethical decisions from both domestic and global perspectives.

Objective 1

Students will be able to examine ethical issues and respond to ethical problems within a business context.

Objective 2

Students will be able to assess how legal/ethical/regulatory issues impact their careers/professions both at individual and corporate levels.

Effective January 2015, The Accreditation Council for Business Schools and Programs (ACBSP) Baccalaureate/Graduate Degree Board of Commissioners reaffirmed accreditation of the MBA Degree Program. The MBA program as well as the undergraduate degree programs of the college were first accredited by ACBSP in 1994. The MBA program as well as the College's undergraduate degree programs is accredited by SACS Commission on Colleges.

ADMISSION REQUIREMENTS

All students must meet the following requirements before acceptance into the MBA program:

- Submission of completed application for admission
- An official copy of academic transcripts from all colleges and universities attended
- Two letters of reference that focus on the candidate's potential success in graduate education

- A 1000 word statement of purpose.
- If English is not the applicant's first language, the Test of English as a Foreign Language (TOEFL) score is required and considered pursuant to the International Student requirements below.

INTERNATIONAL STUDENT ADMISSION REQUIREMENTS

International applicants are strongly encouraged to apply for admission to Albany State University's Graduate Programs in Business. In addition to the standard application procedure, there are several additional steps that must be taken.

- Statement of Financial Responsibility
- Affidavit of Support
- TOEFL- Must be submitted unless English is the native language. Minimum scores: 500 (Paper Based Test), 173 (Computer Based Test), 61 (Internet Based Test)
- WES- (Evaluation of Foreign Educational Credentials) - Transcripts from institutions outside the United States must first be submitted to World Education Services, Inc. for a course by course evaluation before being mailed to the Director of Admissions
- VISA / PASSPORT copy
- Certificate of F-1 eligibility
- I-20 (If you are coming from another U.S institution, A copy of your I-94 and I-20 are required) Once the applicant's file is completed and an admission decision has been made, the international Student Coordinator will send the student an I-20 Form, enabling the student to Apply for a VISA

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 3.0 *on a 4.0 scale over the last 60 hours of undergraduate enrollment.*

Applicants who have completed a business-related master's or higher degree from a regionally accredited college or university may be admitted unconditionally. (An official transcript showing completion of a master's or higher degree will be required.)

Regular admission to the MBA degree program with a concentration in Supply Chain and Logistics Management is granted only to those applicants who have earned a minimum undergraduate grade-point average (GPA) of 3.25 on a 4.0 scale **or** who possess two years or more of relevant, professional experience in the supply chain/logistics field.

PROVISIONAL ADMISSION

"Provisional Admission" to the MBA degree program is granted to those applicants who fail to meet the minimum 3.0 (GPA) for regular admission. To be accepted provisionally, the applicant must have *an overall* *(GPA) between 2.5-2.99 on a 4.0 scale from a regionally accredited college or university earned during the student's last 60 hours of enrollment. (Those earning below a 2.5 GPA will not be admitted to the MBA program.)

MBA students in provisional admission status are eligible to take 9 semester hours of approved MBA graduate level courses **and** must earn a minimum grade of "B" in each of their approved three initial, consecutive MBA courses, in order to be eligible for consideration for "regular admission."

A grade of less than "B" in any one of these courses 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 courses with a minimum grade of "B" in each course). Students not satisfying the conditional admission requirements will be dropped from the university for one calendar year but may apply once for readmission to the MBA program.

For those majoring in Supply Chain and Logistics Management, the provisional standing rules apply for those applicants who have *an overall* *(GPA) 3.0-3.25 on a 4.0 scale from a regionally accredited college or university. (No student will be accepted to the Supply Chain and Logistics Management program with less than a 3.0 GPA.)

NON DEGREE PROGRAM

Applicants not desiring to seek an MBA, but who only want to take graduate MBA courses may be admitted in non-degree status for a maximum of nine semester hours of coursework. These courses will not count toward an MBA degree at ASU. The applicant for such non-degree courses must have either earned a baccalaureate degree or have senior undergraduate standing with at least an overall 3.0 institutional GPA and approval of the Dean of the College of Business. Non-degree status allows a student to develop proficiency in a particular area of interest or to work on certifications; it is not considered an admission status to the MBA Program.

A student admitted to the graduate program remains in the original academic status at the time of admission, until notified in writing by the Office of the Graduate Admissions of the approval of a change in status.

TRANSIENT ADMISSION

MBA or Master-level students in good standing enrolled in a graduate-level degree program at another university may enroll in the ASU MBA program as a transient student. No more than nine hours of MBA coursework can be taken in transient status.

PLANNED DEGREE PROGRAM

Within the first semester of being admitted into “regular admission status”, the student is required to complete a planned degree program of study with the advice and approval of the MBA Director. Copies of this plan will be filed with the Graduate Admissions Office and the MBA Director’s Office. An application for graduation must be completed at least one semester prior to the anticipated semester of graduation. The original copy of the approved degree program is to be submitted with the application for graduation. The graduation application is obtained from the Office of Academic Services and Registrar.

ADVISEMENT

Upon admission to the program, each student will be advised by the MBA Director who, in consultation with the student, will plan the program of study and provide continued supervision and guidance.

MBA ORIENTATION

New Students are required to attend an Orientation Session at the beginning of the semester (usually within the first two weeks).

MBA DEGREE OPTIONS

- General MBA (30 semester hours)
- MBA with Accounting Concentration (33 semester hours)
- MBA with Healthcare Management Concentration (33 semester hours)
- MBA with Supply Chain & Logistics Concentration (33 semester hours)
- MBA with Public Administration Concentration (33 semester hours)

MBA PREREQUISITES

All students without a Bachelor of Science Degree in Business Administration or a with a Bachelor of Science Degree in Business Administration which is more than five years old, need to take and pass the In-Bound Entrance Exam offered by Peregrine Assessments. If the student is unsuccessful in earning a passing grade in any of the modules (consisting of management, quantitative analysis, finance and accounting, economics and marketing), he/she must complete Peregrine’s Academic Leveling Courses before registering for the MBA courses.

ACADEMIC STANDING

The College of Business is committed to offering a high-quality, academically rigorous graduate degree courses in Business Administration. A minimum of a 3.0 grade point average is required for graduation. A student who does not maintain a 3.0 GPA will be placed on scholastic warning. The Dean of the Graduate School will issue an official warning. A grade of “D” in any MBA course is unacceptable, and the course must be repeated.

MBA CAPSTONE PROJECT

A critical component of the MBA curriculum constitutes the MBA Capstone Project. Students entering the program effective Fall 2015, are required to complete a MBA Capstone Project and present it before the faculty and/or area business professionals in their final graduating semester. The Capstone project should demonstrate the ability to integrate knowledge gained from the courses completed and apply it to a practical business related problem.

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 hours of enrollment immediately following scholastic warning;
- Failure to achieve a grade of “B” or better in each course for the first nine semester hours taken under provisional admission status;
- Earning an “F” in any graduate MBA course;
- Failure to earn a grade higher than “D” in the first re-attempt of a course in which a grade of D was made;
- Failure to complete and pass the MBA Capstone Project. (Students have two chances to pass the MBA Capstone before termination is affected.)

CREDIT LOAD

The normal MBA course load is 6 hours per semester with full-time students taking 12 hours. Authorization from the Dean of the College of Business is required for a course load above 12 semester hours.

TIME LIMIT FOR COMPLETION OF DEGREE

The maximum time allowed for the completion of the MBA degree is six (6) calendar 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 minimum of 27 semester hours of the Master's degree program required courses must be earned in course work offered by Albany State University. All graduate programs require a minimum of 30 semester hours. A maximum of six 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. 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

- Course work offered for transfer credit must not have been used in fulfillment of another degree.
- 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 catalog.
- Graduate program required course must be less than 6-year-old by date of graduation.

BUSINESS ADMINISTRATION, MBA

MBA GENERAL CURRICULUM (30 SEMESTER HOURS)

ACCT 6101	Accounting Analysis	3
ECON 6106	Economics for Managers	3
FINC 6101	Financial Management	3
MGMT 6108	Quantitative Methods for Managers	3
MGMT 6110	Organizational Behavior	3
MGMT 6199	Business Policy & Strategic Mgmt	3
MKTG 6170	Marketing Management	3
PLUS	Any three 6000 level Mgmt. Electives	9
Total hours		30

GENERAL MBA PROGRAM OF STUDY

Program of Study for the Master of Business Administration (General MBA)

Required hours for Graduation = 30 Semester Hours

FALL SEMESTER

ACCT 6101	Accounting Analysis	3
MKTG 6170	Marketing Management	3
MGMT 6110	Organizational Behavior	3
MGMT 6000	Elective	3
SUBTOTAL		12

SPRING SEMESTER

FINC 6101	Financial Management	3
MGMT 6108	Quantitative Methods for Mgrs.	3
ECON 6106	Economics for Managers	3
MGMT 6000	Elective	3
SUBTOTAL		12

SUMMER SEMESTER

MGMT 6199	Business Policy/ Strategy	3
MGMT 6000	Elective	3
SUBTOTAL		6

Management Electives

- MGMT 6125 Human Resources Management
- BUSA 6105 International Business
- MGMT 6120 Leadership
- MGMT 6105 Legal Environment of Business
- MGMT 6127 Small Business Management & Innovations

ACCOUNTING, FIVE-YEAR BS/MBA DEGREE

Objectives of the Program

The Five-year BS/MBA degree (Accounting Concentration) in the College of Business at Albany State University is designed to enable students to sit for the CPA examination and qualify as Certified Public Accountants upon completion of degree requirements. Students who successfully complete requirements for the 5-year MBA degree will be awarded both a B.S. degree in Accounting and an MBA degree.

The major objective of the program is to prepare students professionally for accounting positions in business corporations and in non-profit organizations. Professional accounting firms require internships and they prefer graduates from 150-hour accounting programs. Also, the program aims to prepare students for business development and ownership in accounting. By employing contemporary technologies and innovative techniques in the program, students will develop the abilities and market-driven traits to succeed in their business endeavors. Thus, this program is designed to "provide an innovative educational program to meet the needs of our diverse student population" and to "enhance the role of the University as a leader in providing quality business education".

Admission Requirements

Accounting students must meet the following requirements for admission to MBA:

- Successfully complete all courses in areas A-F.
- Successfully complete the following courses with a minimum grade of "C" in each and an overall grade point average of 3.0:
 - ACCT 2101 – Principles of Accounting I

- ACCT 2102 – Principles of Accounting II
- ECON 2105 – Principles of Macroeconomics
- ECON 2106 – Principles of Microeconomics
- ECON 3205 – Economic/Business Statistics
- MGMT 3105 – Legal Environment of Business
- MGMT 3106 – Management Science & Operations Management
- MGMT 4205 – Management Information Systems
- MKTG 3120 – Principles of Marketing
- Complete ACCT 3101–Intermediate Accounting I, ACCT 3102–Intermediate Accounting II, and ACCT 3103–Intermediate III, with a grade point average of 3.0 in these three courses and a minimum grade of “C” in each, without repeating any of these courses.
- Apply during junior year (admitted after at least 90 semester hours completed) with at least 24 semester hours completed at Albany State University. Courses completed at ASU must include at least 12 upper divisions (3000 or 4000 level) credit hours.
- Minimum composite score of 450 on the GMAT and a minimum cumulative GPA of 3.0 in all undergraduate courses attempted.

Special Features of the Program

Students are required to take golf (2 hours) and tennis (1 hour) to satisfy the physical education component of the university “above the core.” The program also requires an internship during a summer term that may include travel abroad. Students may intern with domestic or international businesses with a focus on their area of specialization. An international internship will give opportunities to students to learn the impact of different cultures in shaping the contemporary global community.

Students admitted to the program will be allowed to take the following graduate courses in partial fulfillment of their undergraduate degree requirements.

- ACCT 6108 – International Accounting in lieu of BUSA 4105 – International Business
- MGMT 5110 – Organizational Behavior in lieu of MGMT 4110 – Organizational Behavior
- MGMT 6199 – Business Policy & Strategic Mgt in lieu of MGMT 4199 – Business Policy

A total of 151 semester hours is required for earning the BS Degree (Accounting) and the MBA Degree (Accounting Concentration), including 36 semester hours of graduate work as follows:

BUSINESS ADMINISTRATION MBA WITH CONCENTRATION IN ACCOUNTING

MBA ACCOUNTING CURRICULUM (33 SEMESTER HOURS)

ACCT 6101	Accounting Analysis	3
ECON 6106	Economics for Managers	3
MKTG 6170	Marketing Management	3
MGMT 6110	Organizational Behavior	3
FINC 6101	Financial Management	3
MGMT 6108	Quantitative Methods For Mgmt	3
MGMT 6199	Business Policy/Strategy	3
PLUS Any four (4) 6000 level Accounting Electives (for example):		12
Total Credit Hours		33

ACCOUNTING MBA PROGRAM OF STUDY

Program of Study for the Master of Business Administration with Concentration in Accounting

Required Hours for Graduation = 33 Semester Hours

FALL SEMESTER

ACCT 6101	Accounting Analysis	3
MKTG 6170	Marketing Management	3
MGMT 6110	Organizational Behavior	3
ACCT 6000-Level Elective		3
SUBTOTAL		12

SPRING SEMESTER

FINC 6101	Financial Management	3
MGMT 6108	Quantitative Methods for Mgrs.	3
ECON 6106	Economics for Managers	3
ACCT 6000-Level Elective		3
SUBTOTAL		12

SUMMER SEMESTER

MGMT 6199	Business Policy/ Strategy	3
ACCT 6000-Level Elective		3

ACCT 6000-Level Elective	3
SUBTOTAL	9

BUSINESS ADMINISTRATION MBA WITH CONCENTRATION IN HEALTHCARE MANAGEMENT

MBA HEALTHCARE CURRICULUM (33 SEMESTER HOURS)

ACCT 6101	Accounting Analysis	3
ECON 6106	Economics for Managers	3
MKTG 6170	Marketing Management	3
MGMT 6110	Organizational Behavior	3
PADM 5321 Finance	Foundations of Healthcare	3
MGMT 6108	Quantitative Methods for Management	3
MGMT 6199	Business Policy/Strategy	3

PLUS Any four(4) 6000 level MGHC Electives (for
example): 12

Total hours **33**

Total Credit Hours: 33

HEALTHCARE MBA PROGRAM OF STUDY

Program of Study for the Master of Business Administration with Concentration in Healthcare

Required Hours for Graduation = 33 Semester Hours

FALL SEMESTER

ACCT 6101	Accounting Analysis	3
MKTG 6170	Marketing Management	3
MGMT 6110	Organizational Behavior	3
MGHC 6000-Level Elective		3
SUBTOTAL		12

SPRING SEMESTER

FINC 6101	Financial Management	3
MGMT 6108	Quantitative Methods for Mgrs.	3
ECON 6106	Economics for Managers	3
MGHC 6000-Level Elective		3
SUBTOTAL		12

SUMMER SEMESTER

MGMT 6199	Business Policy/ Strategy	3
MGHC 6000-Level Elective		3
MGHC 6000-Level Elective		3
SUBTOTAL		9

BUSINESS ADMINISTRATION MBA WITH CONCENTRATION IN SUPPLY CHAIN LOGISTICS MANAGEMENT

MBA SUPPLY CHAIN & LOGISTICS CURRICULUM (33 SEMESTER HOURS)

ACCT 6101	Accounting Analysis	3
ECON 6106	Economics for Managers	3
MKTG 6170	Marketing Management	3
MGMT 6110	Organizational Behavior	3
FINC 6101	Financial Management	3
MGMT 6108	Quantitative Methods for Mgmt	3
MGMT 6199	Business Policy/Strategy	3

PLUS Any four 6000-level Supply Chain & Logistics
Electives: 12

Total Hours **33**

SUPPLY CHAIN & LOGISTICS MBA PROGRAM OF STUDY

Program of Study for the Master of Business Administration with Concentration in Supply Chain & Logistics

Required Hours for Graduation = 33 Semester Hours

FALL SEMESTER

ACCT 6101	Accounting Analysis	3
MKTG 6170	Marketing Management	3
MGMT 6110	Organizational Behavior	3

LOGM 6000-Level Elective	3
SUBTOTAL	12

SPRING SEMESTER

FINC 6101 Financial Management	3
MGMT 6108 Quantitative Methods for Mgrs.	3
ECON 6106 Economics for Managers	3
LOGM 6000-Level Elective	3
SUBTOTAL	12

SUMMER SEMESTER

MGMT 6199 Business Policy/ Strategy	3
LOGM 6000-Level Elective	3
LOGM 6000-Level Elective	3
SUBTOTAL	9

College of Sciences and Health Professions

NURSING, MASTER OF SCIENCE

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 Nursing program is accredited by the Accrediting Commission for Education in Nursing (ACEN).

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

1. Advanced practice nurses: family nurse practitioners or nurse educators who are able to practice nursing in changing and diverse health care settings.
2. Beginning researchers.
3. Highly knowledgeable individuals who are capable of influencing policy-making that impacts health care delivery.

At the completion of the Master of Science in Nursing program, the graduate will be able to:

1. Professionalism

Engage in professional and scholarly activities that promote the profession of nursing and individual development in advanced practice nursing through implementation of evidenced based practice for both direct and indirect patient care. (IOM 4, AACN Essential 1)

2. Nursing Process and Critical Thinking

Integrate synthesized knowledge of behavioral and natural sciences, humanities, technology, and nursing science to perform advanced practice nursing roles to improve patient care and decrease healthcare cost. (IOM 1, 5: AACN Essential III & IX)

3. Therapeutic Communication and Interventions

Exhibit expertise in the advanced-practice nursing role of clinical nurse specialist, family nurse practitioner, nurse administrator or nurse educator while incorporating scientific and ethical principles to improve health care outcomes for a diverse population. (IOM 9, AACN Essential IV)

4. Leadership, Collaboration and Advocacy

Assume advanced leadership roles, including collaborating with members of interdisciplinary teams, and influencing policy-making that impacts positively on health care delivery. (IOM 2, 6, 7; AACN Essential II, VI)

5. Evidence-Based Practice

Participate as a researcher and a consumer of research in advancing nursing science and practice in disease prevention and promotion and maintenance of optimal health across the life span. (IOM 8, AACN Essential I, IV)

6. Critically analyze health care data in order to promote optimal health. (IOM 3, AACN Essential I)

Admission Requirements

To enter the program leading to the Master of Science in Nursing degree, Family Nurse Practitioner, or Nurse Educator, the student must meet the requirements established by the Graduate Admissions Office of Albany State University. The prospective student should contact the Graduate Admissions Office 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 Graduate Record Examination (GRE) Verbal score of 146 or better and a Quantitative score of 140 or

better, or a Miller Analogies Test (MAT) score of 402 (44) or better.

5. Two letters of reference regarding professional accomplishments and academic potential.
6. 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.

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 under 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 Provost 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 9 semester hours of study. No more than 6 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 9 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.

RN to MSN Program of Study

The RN to MSN concentration provides registered nurses (RNs) an opportunity to complete a graduate degree with two bridge semesters in which the student takes undergraduate and graduate courses followed by the remaining semesters of graduate coursework. The two undergraduate courses specific to the RN-MSN concentration are NURS 4413 and NURS 4346.

RN-MSN Admission Requirements

Graduates of associate degree programs who choose the RN-MSN concentration must complete required select core requirements of undergraduate course work prior to admission into the MSN program. The students must be eligible for Regular admission to the graduate program. The minimum undergraduate GPA of 3.0 is required. A minimum Verbal score of 146 or better and a Quantitative score of 140 or better on the Graduate Record Examination (GRE), or a minimum score of 402 (44) or better on the Miller Analogies Test (MAT) is required. The graduate will receive the MSN degree but will not also receive a BSN degree.

Students who decide to not complete the MSN degree but want the BSN degree must then complete the courses/electives needed to obtain the BSN.

The RN-MSN applicant submits an undergraduate application along with an onetime application fee (\$20) to Albany State University. The application is to be sent to the Admissions Office. The form is available online at www.asurams.edu, admissions, as well as at GA411. The student must check either: RN-MSN Family Nurse Practitioner or RN-MSN Nurse Educator.

The applicant is to request that original transcripts from each school the student has previously attended be submitted to the Undergraduate Admissions Office at the time of applying for admission to ASU.

The student will submit a) a graduate application (available online through the Graduate School), b) copy of current Georgia nursing license; c) two professional letters of reference; and d) copy of current CPR card to the Department of Nursing. These materials will be maintained in the student’s folder in the Nursing Department until the student completes undergraduate courses. At that time, the Graduate Nursing Coordinator or the Chair will send graduate program application and other information to the

Graduate Admissions Office. Upon receipt of these documents, the student will be contacted by the Graduate Nursing Coordinator and a program of study will be prepared to ensure completion of required undergraduate courses.

No later than midterm during the last semester of undergraduate coursework, the RN-MSN student must take and pass either the GRE with a minimum Verbal score of 146 or better and a minimum Quantitative score of 140 or better, or the MAT with a required score of at least 402 (44) or better. Test-takers who previously took the GRE and received an 800 will be considered during admissions. (Updated July 2012)

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 Admissions Office, the Department of Nursing and the Office of Academic Services and Registrar.

Curriculum

The Family Nurse Practitioner curriculum consists of a minimum of 44 semester hours. The curriculum for nurse educator concentration consists of a minimum of 36 semester hours.

I. FAMILY NURSE PRACTITIONER: VULNERABLE COMMUNITIES (MINIMUM OF 44 HOURS)

Required Family Nurse Practitioner Courses

NURS 5100	Adv Health Assessment	3
NURS 5111	Nursing Theory Development	3
NURS 5120	Adv Nursing Research	3
NURS 5210	Adv Pathophysiology	3
NURS 5220	Family Diver/Vulnerable Comm	2
NURS 5410	Intro to Family Primary Care	4
NURS 5421	Primary Care of Children	5
NURS 5910	Pharmacology in Adv Practice	3
NURS 6101	Primary Care of Women	4
NURS 6211	Primary Care of Adults	5
NURS 6310	Pri Care Iss/Health Prom/Comm	2
NURS 6820	Family Nurse Pract. Practicum	4
NURS 6920	Thesis/Scholarly Project	3

Family Nurse Practitioner Elective Options:

NURS 6000	Directed Study	3
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II. NURSE EDUCATOR (MINIMUM OF 36 HOURS)

Nurse Educator Required Courses

NURS 5111	Nursing Theory Development	3
NURS 5120	Adv Nursing Research	3
NURS 5210	Adv Pathophysiology	3

NURS 5220	Family Diver/Vulnerable Comm	2
NURS 5621	Adv Practice Nursing I	5
NURS 5910	Pharmacology in Adv Practice	3
NURS 5950	Curriculum Development in Nurs	3
NURS 6001	Instructional Strat & Evaluat	3
NURS 6620	Advanced Teaching Practicum	3
NURS 6622	Adv Practice Nursing II	5
NURS 6920	Thesis/Scholarly Project	3

Nurse Educator Elective Options

NURS 5100	Adv Health Assessment	3
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**An accelerated track is available for students who are interested in completing the program early, studying in two semesters and two summers.

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.

Each area of concentration in the graduate program will administer a content-specific comprehensive examination after the student has completed the specialty courses.

The Final Comprehensive examinations will be administered only once in any given semester during the week of final exams. The student has only two attempts to successfully complete the comprehensive exam with a score of 80 or above.

Degree Requirements

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

1. Earn a grade of "B" or better on all graduate work attempted, including transfer credits approved in advance of enrollment.
2. Earn 27 of the 36 hours required for degree for Nurse Educator 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.

HEALTH AND PHYSICAL EDUCATION, M.ED.

The M.Ed. in Health and Physical Education leads to Level 5 teaching certification and prepares students in traditional and innovative methods of teaching physical education and health. Successful new methods of teaching motor skills, conditioning, research, technology 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	3
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Area B - Programs and Problems of the School

(Minimum of 3 semester hours)

EDUC 5509	Philosophy of Education	3
EDUC 5540	Curriculum Principles	3

Area C - Teaching Field

(Minimum of 21 semester hours)

HEDP 5532	Environmental Health	3
HEDP 5578	Concepts in Health and Educ	3
HEDP 5580	Drug Education	3
PEDH 5522	Cultural Aspects of Sports	3
PEDH 5550	Physiology of Fitness	3
PEDH 5551	Mech Analysis of Human Motion	3
PEDH 5581	Dir Read & Research in Phys Edu	3
PEDH 5596	Seminar I (Analysis)	3

HEDP 5578, PEDH 5550, PEDH 5551, PEDH 5596:
Required unless previously fulfilled

HEDP 5532, HEDP 5519, HEDP 5580: Six hours must be
in a supportive area (Health)

Area D - Educational Research and Statistics

(Minimum of 3 semester hours)

EDUC 5500	Educational Statistics	3
EDUC 5502	Action Research	3

Both courses are required unless previously fulfilled

Area E – Electives

(Minimum of 6 semester hours)

College of Arts and Humanities

PUBLIC ADMINISTRATION, MPA

Introduction

The Master of Public Administration degree program (MPA) is a graduate professional degree program that helps students prepare for careers in public service in the 21st Century. The program requires a total of 36 semester hours, with a minimum of 21 hours of Public Administration Core courses. There are presently six 9-hour concentrations: Community and Economic

Development Administration, Criminal Justice Administration, General Administration, Health Administration and Policy, Human Resources Management, and Public Policy. The Water Resources Management and Policy concentration consists of 15 semester hours beyond the core courses. The goal of the program is to provide quality education that helps prepare people to work in government and nonprofit management at the community, state and federal levels. The program also conducts research and renders assistance to community groups and agencies as a means of providing a vital link between the institution, the program and the community.

Education Philosophy

We believe that in order to become effective managers' students should understand the five domain competencies outlined by the National Association of Schools of Public Administration and Affairs (NASPAA). These include abilities to lead and manage in public governance; to participate in and contribute to the public policy process; to analyze, synthesize, think critically, solve problems and make decisions; to articulate and apply a public service perspective; and to communicate and interact productively with a diverse and changing workforce and citizenry. In order to help students, achieve these competencies, the program incorporates both practice and theory.

Mission

The mission statement of Albany State University's MPA program is to:

- Provide a professional Master's level education for students aspiring to management positions in government, nonprofit organizations, and the private sector.
- Provide professional assistance to the public, government, and nonprofit organizations in Southwest Georgia, Dougherty County, and the surrounding communities through public service of the faculty and students.
- Increase the number of qualified graduates from underrepresented groups with professional public administration skills, training, and education for leadership positions.

Accreditation

The MPA degree program is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA). Albany State University including the MPA program is accredited by the Southern Association of Colleges and Schools (SACS).

Off-Campus Programs

At the present time all courses are taught in Albany, Georgia on the ASU campus.

Admission Requirements

An applicant for the Master of Public Administration degree must meet the requirements for admission to the Albany State University Graduate Programs in addition to those listed below.

1. A baccalaureate degree from an accredited college or university.
2. A minimum 3.0 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 2.5 is required for provisional admission. (required for admission to the MPA program only) *
3. A satisfactory score on either the Graduate Record Examination (GRE), or the Miller Analogies Test (MAT). For regular admission, a Verbal score of 146 or better and Quantitative score of 140 on the GRE, a score of 402 (44) on the MAT is required. For provisional admission, a Verbal score of 143 and Quantitative of 138 on the GRE, 27 on the MAT 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 admissions application with a \$20 processing fee.
7. Applicants for admission to the MPA program are also required to submit a written statement of career goals.
8. International students must take the TOEFL and meet other criteria established by the 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 Admissions Office for more information.

*The GPA 's for regular and provisional admission above only apply to admission requirements for the MPA program and not for the ASU graduate programs as a whole. Non degree admission to the MPA Program is allowed only for students with master's degrees who may want to take courses for professional development. No student will be allowed to take more than (9) nine hours in non-degree status.

**Scores on the Graduate Management Admission Test or GMAT are not required for admission to the MPA program

Undergraduate Prerequisites

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

- 3 hrs - Courses in statistical or research methods for social or behavioral sciences;
- 3 hrs - American government courses;
- 3 hrs - Basic computer literacy and word processing courses.

Students who are deficient in these MPA prerequisites are expected to complete undergraduate courses as needed. 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 27 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	21 hrs.
Courses in Concentration	9 hrs.
PADM 5851 Professional Public Service Internship/Project	3 hrs.
PADM 5905 Capstone Report*	3 hrs

REQUIRED COURSES

A. The Public Administration Core Courses

The Public Administration Core consists of seven courses (21 semester hours) as follows:

PADM 5501: Prerequisite for PADM 5502.

PADM 5502: Prerequisite for PADM 5851.

B. Additional Required Public Administration Courses (or equivalent)

See Public Administration Areas of Concentration (p. 40)

CRIMINAL JUSTICE, MASTER OF SCIENCE

Introduction

The M.S. degree program in Criminal Justice offered by the Albany State University Criminal Justice Department 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 30 hours of study including thesis research. In addition, all students must successfully complete a comprehensive examination on core, statistics/methodology and a chosen specialty area. The comprehensive examination is offered only in Fall and Spring semesters. It is stressed that students must pass the comprehensive examination before they are allowed to graduate. No transferred courses will be accepted into our 39 semester hour graduate program. The Department also offers fully online MS degree in Criminal Justice with 30 hours of course requirements.

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 Department 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 Department 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 program, 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 Miller Analogies Test (MAT) or Graduate Record Exam (GRE) and two letters of recommendation. An MAT score of 27 (374 scaled) or GRE score of 270 is required for provisional admission, an MAT score of 44 (402 scaled) or GRE score of 300 for regular admission. Applicants who do not fully meet 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. Also, a non-degree admission option is available to students who do not meet provisional admission requirements. Such students must have a B.S. degree with an overall minimum GPA of 2.5. Financial aid is not available for students who are admitted as non-degree students.

See Criminal Justice Specialty Areas

PROGRAM OF STUDY /CURRICULUM

Core Courses Hours

Each student must complete 15 semester hours of core curriculum requirements with a grade of 'B' or better.

CRJU 5100	Foundations of Criminal Justi	3
CRJU 5110	Theory and Philosophy of CRJU	3
CRJU 5400	Org of Adm in CRJ System	3
CRJU 5600	Research Methodology in CRJ	3
CRJU 5610	Research Statistics in CRJ	3

Transfer of Credit

Transfer students from other accredited graduate programs may not apply any course work toward the Master of Science degree. 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 who are interested in enrolling for only one semester in the department. Students must meet the general entrance requirements of the Department 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. Students seeking financial assistance should file their completed applications with the Office of Financial Aid, the Graduate Admissions Office and the Criminal Justice Department.

For Additional Information, contact:

Walter Bowers, Ph.D.
 Graduate Program Coordinator
 Department of Criminal Justice
 Albany State University
 504 College Drive, Albany, Georgia 31705
 Phone: (229) 430-4024
 walter.bowers@asurams.edu

Criminal Justice Specialty Areas

In addition to core courses, students must complete 9 semester hours in one of the four specialty areas: corrections, forensic sciences, law enforcement and public administration. Online program offers only corrections and law enforcement specialties. Course work that is six years or older cannot be applied to the Master of Science in Criminal Justice. All course work must be completed with a grade of 'B' or better.

FORENSIC SCIENCE SPECIALTY

The Master of Science in Criminal Justice with a concentration in Forensic Science is designed for students who possess the equivalent of a baccalaureate degree from forensic science, forensic chemistry, chemistry or criminal justice with a minor in forensic science or chemistry. This concentration will also provide the necessary skills to the criminal justice master's degree students who do not have their baccalaureate degree in forensic science but wish to advance their career in the management of forensic science laboratories as directors and supervisors.

FORENSIC SCIENCE COURSES (ANY 9 HOURS):

Required Forensic Science Courses			
FOSC 6001	Survey of Advanced FOSSC (required)		3
FOSC 6009	Advance Toxicology		3
FOSC 6012	Adv Trace/Transf/FOSSC		3
FOSC 7000	Adv Ball & Assoc Tech		3

Total Credit Hours (in any combination): 9

LAW ENFORCEMENT SPECIALTY

A concentration in law enforcement will enable students to comprehend the organizational workings of police agencies, how various theories 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:

Required Law Enforcement Courses

CRJU 6000	Survey of Law Enforcement (required)	3
CRJU 6100	Policing in Democratic Society	3
CRJU 6110	Social Serv Role of CRJ Person	3
CRJU 6120	Law Enforcement Operations	3
CRJU 6200	Management Science	3

Total Credit Hours (in any combination): 9

PUBLIC ADMINISTRATION SPECIALTY

This concentration represents an interdisciplinary collaboration between the Departments of Criminal Justice and Forensic Science, and Public Administration. It is expected to provide additional career options for students in both programs. A concentration in Public Administration is designed to prepare students in evaluating and managing public agencies. This concentration prepares students with the managerial skills necessary to investigate and effectively manage organizational problems common to criminal justice agencies. This component of the Master of Science degree program includes an understanding of public and personnel administration and evaluation of criminal justice programs.

PUBLIC ADMINISTRATION COURSES (9 HOURS REQUIRED):

Required Public Administration Courses

PADM 5011	Public Admin Scope/Dev/Eth Env	3
PADM 5261	Public Personnel Administration	3
PADM 5301	Public Budgeting	3
PADM 5781	Introduction to Public Policy	3

Total Credit 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 AND HOURS:

Required Corrections Courses

CRJU 6400	Foundations of Corrections	3
CRJU 6420	Interviewing and Counseling	3
CRJU 6430	Rehabilitation and Treatment	3
CRJU 6440	Mgt of Correctional Inst	3

Total Credit Hours (in any combination): 9

CRIMINAL JUSTICE THESIS

OPTION CREDIT

Thesis Credit Courses

CRJU 7001	Thesis Seminar	3
CRJU 7002	Thesis	3

Subtotal: 6

NON-THESIS OPTION CREDIT (ANY 6 HOURS):

Non-Thesis Option Credit Courses

CRJU 7003	Technology and CRJ	3
CRJU 7004	CRJ Program Evaluation	3

Subtotal: 6

GRADUATION REQUIREMENTS

Core Courses	15 hrs
Courses in Concentration	9 hrs
Thesis/Non-Thesis Option	6 hrs
Total Required Hours	30 hrs

Courses must be completed with a grade of 'B' or better

Public Administration Areas of Concentration

The MPA program offers the students an opportunity to specialize in a specific area of interest in Public Administration. Concentrations are specialized areas designed to sharpen the student's research and analytical skills.

Currently, the MPA program offers seven areas of concentration:

1. Community and Economic Development Administration,
2. Criminal Justice Administration,
3. General Administration,
4. Health Administration and Policy,
5. Human Resources Management,
6. Public Policy,

7. Water Resources Management and Policy. These concentrations are described briefly below.

Other Program Requirements

Admission to Candidacy - Students enrolling in MPA courses who intend to pursue the MPA degree must file for, and be admitted to candidacy, upon completion of 18 semester hours. Only 9 semester hours of graduate course work in which the student earned "B" or better in provisional status may be counted toward candidacy for the degree.

MPA Professional Portfolio - Each student is expected to complete a professional portfolio. The professional MPA portfolio consists of materials representative of one's academic work, accomplishments, and demonstrations of abilities and skills.

COMMUNITY AND ECONOMIC DEVELOPMENT

This specialization is designed for persons pursuing careers in the field of community and economic development. This concentration requires 9 semester hours to be selected as shown below:

CONCENTRATION REQUIREMENTS

Required Community and Economic Development Courses

PADM 5635: Required for concentration and to be completed before any other concentration courses.

PADM 5831: Required for concentration and to be taken after PADM 5635

And one course from the following Community and Economic Development courses:

CRIMINAL JUSTICE ADMINISTRATION

This concentration represents an interdisciplinary collaboration between the Department of Criminal Justice and the Public Administration Program. This concentration requires 9 semester hours as shown below:

CONCENTRATION REQUIREMENTS

Required Criminal Justice Administration Courses

And one course from the following Criminal Justice courses:

GENERAL ADMINISTRATION

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. This concentration requires 9 semester hours to be selected as shown below:

CONCENTRATION REQUIREMENTS

**Required General Administration Course:
and two courses from the following General Administration courses:**

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. This concentration requires 9 semester hours as shown below:

CONCENTRATION REQUIREMENTS

Health Administration and Policy Courses

PADM 5322 AND PADM 5321: required

HUMAN RESOURCES MANAGEMENT

This specialization is structured for students seeking management careers in public organizations at all administrative levels. This concentration requires 9 semester hours to be selected from the list of courses below:

CONCENTRATION REQUIREMENTS

Human Resources Management Courses

PADM 5551 and PADM 5600: Required for concentration

PUBLIC POLICY

The Public Policy concentration calls for analysis of and 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. This concentration requires 9 semester hours to be selected from the list of courses below:

CONCENTRATION REQUIREMENTS

Public Policy Courses

PADM 5802, PADM 5810: Required for concentration

WATER RESOURCES MANAGEMENT AND POLICY

The Water Resources Management and Policy concentration is collaboration between the Department of Natural Sciences and the Public Administration program.

This concentration requires 15 semester hours beyond the core to be selected as shown below:

CONCENTRATION REQUIREMENTS

Water Resources Management and Policy Courses

PADM 5720: Required for WRMP students.

WRMP 6420, WRMP 6421: students must take one of the two courses.

SOCIAL WORK, MASTER'S PROGRAM

Introduction

The mission of the Master of Social Work program is to advance social and economic justice by preparing students for competent, empowering clinical practice with vulnerable children, adults and families of diverse backgrounds. In its efforts to enhance the dignity and rights of all people, particularly of historically oppressed populations, the MSW Program seeks to partner with diverse individuals, groups and organizations at university, local, state, national and international levels.

The MSW program is designed to prepare students for responsible, professional social work practice with children and families across the lifespan. Coursework prepares students to assume practice and leadership roles and responsibilities in clinical social work practice, public child and family welfare programs, the protection of abused and neglected children, home-based services, foster care, adoption, school-based services, group and residential care settings, child guidance, parent education, family courts, family violence programs, military social work, adult protective services, child and family advocacy, as well as in major social service systems that include mental health, physical health, and corrections.

Upon graduation, the MSW student will be able to demonstrate the following competencies:

1. Readily identify as a social work professional, particularly in multi-disciplinary treatment settings.
2. Maintain professional roles and boundaries in practice with vulnerable children, families, and adults.
3. Demonstrate professional leadership in advocating for vulnerable children, families, and adults.
4. Demonstrate increasing levels of autonomy and proficiency in advanced social work practice.
5. Apply ethical decision-making skills to issues specific to advanced practice with vulnerable children, families, and adults.
6. Employ strategies of ethical reasoning in practice with vulnerable children, families, and adults and its impact on client rights.

7. Critically evaluate the relevance of commonly-utilized assessment tools and practices in terms of their usefulness and appropriateness with vulnerable children, families, and adults from diverse backgrounds.
8. Research and utilize culturally sensitive and effective services with vulnerable, children, families and adults at all levels of practice.
9. Work effectively with vulnerable children, families, and adults from diverse populations.
10. Use knowledge of the effects of oppression, discrimination, and historical trauma on clients and client systems to guide service planning and provision.
11. Identify agency and legislative policies and procedures that positively and negatively affect the wellbeing of vulnerable children, families, and adults.
12. Understand the roles and responsibilities of ethical professional leadership to enhance diversity and alleviate racial and ethnic disproportionality in services to vulnerable children, families, and adults.
13. Use evidence-based practice assessments and interventions with vulnerable children, families, and adults.
14. Participate in the generation of new knowledge and service provision to vulnerable children, families, and adults through research and practice.
15. Demonstrate the ability to use information, technology, and evidence-based research to evaluate and improve policy, practice, and program effectiveness to vulnerable children, families, and adults.
16. Synthesize and differentially apply theories of human behavior and the social environment to guide practice with vulnerable children, families, and adults.
17. Use bio-psycho-social-spiritual theories and multi-axial diagnostic classification systems in the formulation of comprehensive assessments.
18. Articulate and apply theories related to trauma resulting from family conflict, family dissolution, and family or community violence in practice and program development.
19. Inform and advocate with administrators and legislators to influence policies that affect vulnerable children, families, and adults and the services provided to them.
20. Communicate to stakeholders the implications of policies and policy change in the lives of vulnerable children, families, and adults.
21. Use evidence-based practice and practice-based evidence in advocacy for policies that advance social and economic well-being for vulnerable children, families, and adults.
22. Assess the quality of clients' interactions within their social contexts.
23. Demonstrate leadership in the ability to collaborate with individuals, groups, community-based organizations, and government agencies to advocate for equitable access to culturally sensitive resources and services to vulnerable children, families, and adults.
24. Develop a culturally responsive professional relationship with vulnerable children, families, and adults.
25. Demonstrate skills in interviewing vulnerable children, families, and adults for assessment, service planning, intervention, evaluation and/or forensic purposes.
26. Use multidimensional assessment tools effectively.
27. Select and modify appropriate intervention strategies based on continuous practice assessment.
28. Critically evaluate, select, and apply best practices and evidence-based interventions.
29. Demonstrate the use of appropriate intervention methods for a range of presenting concerns identified in the assessment.
30. Collaborate with other professionals to coordinate appropriate service interventions with vulnerable children, families, and adults.
31. Contribute to the theoretical knowledge base of the social work profession through practice-based research.
32. Use practice evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual conditions impacting vulnerable children, families, and adults.

Admissions Requirements

The MSW Application Packet contains several forms that must be completed before the file may be evaluated by the MSW Admissions Committee including:

1. **An official transcript from each regionally-accredited college or university attended.** The applicant's undergraduate education must reflect a sound liberal arts foundation, including at least 21 credits in the humanities, the social sciences, the behavioral sciences, and the biological sciences. The transcript must show a cumulative grade point average of 3.0 or better (on a 4.0 scale).
2. **Three professional letters of recommendation** from persons who can address the applicant's ability and potential for successful graduate education and professional social work practice (e.g., former professors, employer, etc.), using the forms provided in the MSW Admissions Packet.

3. **Completion of the Personal Narrative Statement** , following the Personal Narrative Statement Outline form included in the MSW Admissions Packet.
4. **A professional resume.** The applicant will submit a current resume that includes her/his complete work history. The applicant is asked to include a notation to explain any gaps in the work history.
5. **Personal Interview.** In some cases, a personal interview with the MSW Admissions Committee may be required in order to better evaluate the applicant's potential for successful advanced social work practice.

Regular Admission

For regular admission, the applicant must meet all the admission requirements of the Graduate Admission Office and the MSW program.

Provisional Admission

Applicants who do not fully meet the requirements for Regular Admission may be considered for Provisional Admission. The MSW Admissions Committee will evaluate each applicant on an individual basis. In some instances, the applicant may be required to fulfill prerequisites prior to provisional admission. An applicant under Provisional Admission is limited to nine semester hours and must achieve a grade of "B" or better in each course attempted. An applicant who attains less than a 3.0 cumulative GPA will be withdrawn from the MSW Program. Provisional Admission status will be converted to Regular Admission status when the applicant achieves a "B" or better in each course taken under Provisional Admission status.

Program of Study

The MSW program is designed for non-traditional graduate students, with classroom instruction beginning after 5:15pm in the evening. The MSW curriculum is guided by the Educational Policy and Accreditation Standards (EPAS) of our accrediting body, the Council of Social Work Education. Students must successfully complete 64 credit hours in order to receive the MSW degree. The curriculum consists of 32 credit hours in the Foundation Year courses followed by 32 credit hours in the Advanced Practice Year. Since the MSW program is very structured, all prerequisites must be met and courses must be completed in their correct sequence. Students who enroll in courses for which they have not met the prerequisites will be dropped from those courses. Any deviation from the official MSW Degree Plan will result in substantial delays of a year or more, due to the structured sequential nature of the MSW Program. Students are reminded that all requirements for the MSW degree must be completed within four years of their admission.

Curriculum

The MSW Program consists of 64 credit hours taken in the following order:

FOUNDATION YEAR

Foundation Fall Semester (16 Credits)

Foundation Spring Semester (16 Credits)

ADVANCED YEAR

Advanced Fall Semester (16 Credits)

Advanced Spring Semester (16 Credits)

Comprehensive Examination Policy

A comprehensive examination is required of all MSW students. The examination is designed to test the ability of the student to demonstrate competencies in social work theory, practice, policy, and research. The examination is given in the Spring semester of the Advanced Practice year.

Degree Requirements

In order to graduate from the MSW Program, the graduate student must:

1. Earn a grade of "B" or better on all graduate work attempted, including transfer credits approved in advance of enrollment.
2. Have no incomplete grades.
3. Successfully pass the written MSW Comprehensive Examination.
4. Complete all requirements for the MSW degree within four years from the date of first enrollment.

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 administration and supervision. The College of Education also offers several state-approved endorsements. 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 and other school professionals to implement basic and applied research in education.

2. To promote the development of the essential observable competencies deemed significant for teachers and other school professionals.
3. To assure the acquisition of advanced knowledge in a field of concentration.
4. To provide a variety of experiences that enhance professional advancement opportunities for teachers and other school professionals.
5. To prepare students for further graduate study in the field of education.

MASTERS DEGREE IN EDUCATIONAL ADMINISTRATION & SUPERVISION

Degree Program

The graduate program in Educational Administration & Supervision leads to a Master's degree. The M.Ed. planned degree program lists a minimum of 36 semester hours of coursework to be completed within six years from the date of enrollment. 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 planned program with their advisor. In advance of the expected date of graduation, the student is expected to apply for graduation with the Office of Academic Service and Registrar.

Admission Requirements

The student must have a 2.5 minimum overall undergraduate grade point average (GPA) and initial teaching certification (for e.g., T-4). The student should also provide three letters of reference from individuals in the school or school system (one reference must be from the immediate supervisor or another school administrator). Admission to this M.Ed. program requires a minimum of three years' experience in professional education.

DEGREE REQUIREMENTS

Area A - Nature of Learner	3
EDAS 5580 School Safety, School-Wide Discipline and Classroom Management	
Area B - Programs & Problems of the School	3
EDAS 5511 Integrating Technology I for Ed Leaders	

Area C - Major Area – 21 Semester hours

EDAS 5505	Introduction to Leadership	3
EDAS 5535	Ethics & Legal Aspects of Education	3
EDAS 5545	Curriculum, Instructional Leadership and School Improvement	3
EDAS 5595	Clinical Experience in Educational Administration	3
EDAS 5575	Managing Human & Fiscal Resources in Schools	3
EDAS 5555	Educational Leaders for Diversity	3
EDAS 5525	School & Community Partnerships	3
EDUC 5199	Orientation to Adv. Prof. Ed.	0

Area D – Research

EDUC 5500	Educational Statistics	3
EDUC 5502	Action Research	3

Area E - Guided Elective (3 hrs. required)

SPED 5501	The Exceptional Child	3
SPED 5547	Behavior Management of Exceptional Children	3

EDUCATION SPECIALIST DEGREE IN EDUCATIONAL ADMINISTRATION AND SUPERVISION

The Education Specialist Program in Educational Administration and Supervision leads to a Specialist degree in Education (Ed.S) and a performance-based level 6 (PL-6) certification in the State of Georgia. The program 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. The student may choose the building level or system level specialization. At the building level, students are not only prepared for basic managerial and instructional leadership responsibilities, they also have opportunities to specialize in a more narrowly defined area of instructional management. At the system level, students will be prepared for administrative or supervisory positions in the school district office. The program design facilitates this by uniquely configuring both academic and field experiences for each student to emphasize the student's desired specialization. Further, all courses in Educational Administration & Supervision will include performance-based activities which the candidate may complete at either the building or the system level based on his/her specializations.

The program is designed for persons who have earned a Master's degree and hold an Educational Leadership position or role that requires the State of Georgia renewable Level 6 (PL-6) certification. A minimum of 30

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 years old at the time the degree is completed. A maximum of 6 semester credit hours of transfer credit from an approved institution offering the performance-based Ed.S. degree may be approved for inclusion in the planned Ed.S. Program.

*Students entering the program after September 1, 2011, must complete two designated "pre-service courses" if their masters degree is not in educational leadership.

Admission Requirements

Graduate work taken prior to admission to the Ed.S. program will not be counted toward Ed.S. degree requirements.

The applicant:

1. must have completed at least a Master's degree at an accredited or approved institution.
2. must possess certification equivalent to the State of Georgia's Level 5 certification or higher (e.g. L-5, NL-5, SC-5, T-5, or any Level 6 or 7 certificate).
3. must earn at least a 3.0 GPA on a 4.0 scale for graduate work completed.
4. must provide three letters of reference, one of which must be from immediate supervisor.
5. must provide completed Superintendent's Assurance Form from the employing superintendent showing employment in a Leadership role, indicating system's knowledge of participation in the program and potential to serve in a leadership position.
6. Must have completed a minimum of three years' experience in professional 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 that meets the degree requirements.

Program Completion

Students are responsible for making application for graduation after completing 15 semester hours of course work. To be eligible for the Ed.S. Degree and recommendation for the PL-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 6 semester hours of transfer credits from an approved institution offering a performance-based Ed.S. degree may be approved for inclusion in the planned Ed.S. program. Such credits must be approved by the Program Coordinator.
4. Only credits with grades of "B" or better are accepted in the Ed.S. program.
5. The student's Ed.S. program must include a minimum of 30-36* graduate semester hours of course work, which must be in educational leadership, administration and supervision- with at least 50% of the course work being performance-based.
6. Twelve semester hours of graduate clinical experience at the building or system level.
7. 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.

Program of Study

All courses, excluding the residency, will be 1-hour content (C), 1 hour practice (P), and 1 hour performance-based (PBA)

BUILDING LEVEL (30-36 SEMESTER HRS)**Area A: Nature of Learner (3 hrs)**

EDAS 6785	Improvement of Instruction	3
EDAS 6681	Recent Trends in Supervision	3

Area B: Programs and Problems of the School (3hrs)

EDAS 6685	School/Community Relations	3
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Area C: Major Area (18 hrs)

EDAS 6670	School Finance	3
EDAS 6681	Recent Trends in Supervision	3
EDAS 6711	Software Systems in Educational Administration	3
EDAS 6733	Educational Policy	3
EDAS 6719*	Residency I Building Level	6
EDAS 6769*	Residency II Building Level	6
EDUC 5199*	Orientation to Adv. Prof. Ed.	0

Area D: Research (3 hrs)

EDUC 7701*	Advanced Education Research	3
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*Required courses

Area E: Elective (3 hrs)

EDAS 6655	Principal as Instructional Leader	3
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*Candidates who do not have a master's degree in Educational Administration and Supervision will complete a 36-hour program which includes EDAS 6701 and EDAS 6702.

DISTRICT LEVEL (30-36 SEMESTER HRS)***Area A: Nature of Learner (3 hrs)**

EDAS 6785	Improvement of Instruction	3
EDAS 6681	Recent Trends in Supervision	3

Area B: Programs and Problems of the School (3 hrs)

EDAS 6685	School/Community Relations	3
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Area C: Major Area (18 hrs)

EDAS 6670	School Finance	3
EDAS 6681	Recent Trends in Supervision	3
EDAS 6711	Software Systems in Educational Administration	3
EDAS 6733	Educational Policy	3
EDAS 6708*	Residency I District Level	6
EDAS 6770*	Residency II District Level	6
EDUC 5199*	Orientation to Adv. Prof. Ed.	0

Area D: Research (3 hrs)

EDUC 7701	Advanced Educational Research	3
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Area E: Elective (3 hrs)

EDAS 6710	The Superintendent	3
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*Required courses

Candidates who do not have a master's degree in Educational Administration and Supervision will complete a 36-hour program which includes EDAS 6701 and EDAS 6702.

Pre-service courses EDAS 6701 & EDAS 6702 required of Candidates not holding GA-L Certificate.

ADD-ON (CERTIFICATION-ONLY) TO AN EXISTING SIX OR SEVEN CERTIFICATE (BUILDING LEVEL, 21-27 HOURS)****Area C: Major Area (18 hrs)**

EDAS 6670*	School Finance	3
EDAS 6681	Recent Trends in Supervision	3
EDAS 6711	Software Systems in Educational Administration	3
EDAS 6733	Educational Policy	3
EDAS 6719*	Residency I Building Level	6
EDAS 6769*	Residency II Building Level	6

*Required

Area E: Elective (3 hrs)

EDAS 6655	Principal as Instructional Leader	3
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**Candidates who do not have a master's degree in Educational Administration and Supervision will complete a 27-hour program if admitted after September 1, 2011.

ADD-ON (CERTIFICATION ONLY) TO AN EXISTING SIX OR SEVEN CERTIFICATE (DISTRICT LEVEL, 21-27 HOURS)**

Admission Requirements: A passing score on GACE II in Educational Leadership is required. (This becomes an exit requirement after September 1, 2011 for candidates who do not have a master degree in educational leadership.)

Area C: Major Area (18 hrs)

EDAS 6670	School Finance	3
EDAS 6681	Recent Trends in Supervision	3
EDAS 6711	Software Systems in Educational Administration	3
EDAS 6733	Educational Policy	3
EDAS 6708*	Residency I District Level	6
EDAS 6770*	Residency II District Level	6
EDUC 5199*	Orientation to Adv. Prof. Ed.	3

*Required courses

Area E Elective (3 hours)

****Candidates who do not have a master's degree in Educational Administration and Supervision will complete a 36-hour program that will include EDAS 6701 & EDAS 6702.**

TEACHER LEADER ENDORSEMENT TLE (9 HRS)

TEACHER LEADER ENDORSEMENT PROGRAM

The Teacher Leader program leads to an endorsement in Teacher Leader. The program is designed for persons who have earned a Master's Degree and wants to add an endorsement to their certificate. It is a four-course, nine (9) hour program.

Admissions Requirements

(Same as Specialist)

Advisement

After the student has been admitted to the Teacher Leader program, the Department Chairperson will appoint an advisor. The advisor will assist the student in developing an individualized program that meets the endorsement requirements.

Program completion

Students must meet the following requirements:

1. Complete all courses at Albany State University
2. Earn a minimum of "B" in EDAS 6681, EDAS 6702 and EDUC 7701.
3. Credits usable in the planned program must **NOT** be older than six calendar years at the time the endorsement is completed.

EDUC 5199	Orientation to Advanced Professional Education	0
EDAS 6681	Recent Trends in Supervision	3
EDAS 6702	Educational Leadership and School Improvement	3
EDUC 7701	Advanced Educational Research	3

PBA's Required: The Candidate completes 12 performance-based activities necessary for success as a TL. The PBAs are from the Educational Leadership Handbook used in the Ed.S Program and are recorded in an electronic portfolio. The PBAs are real work, done in real time, in a real setting. The PBAs are completed in EDAS 6681 and EDAS 6702-with 5 PBAs being completed in EDAS 6681 and EDAS 6702 and 2 in EDUC 7701.

TLE Candidates must be admitted to Albany State University's graduate program and must hold a clear, renewable certificate at a level 5 or higher in a professional teaching or service field, or the leadership field of educational leadership or be in approved level 5 or higher (master, specialist, or doctoral level) program.

Experiences required: The candidate completes 12 performance-based activities necessary for success as a TL. The PBAs are from the Educational Leadership Handbook used in the Ed.S. Program and are recorded in an electronic portfolio. The PBAs are real work, done in real time, in a real setting. The PBAs are completed in EDAS 6681 and EDAS 6702 and one in EDUC 7701.

English Education

ENGLISH EDUCATION, M.ED.

The English Education Program (M.Ed.) is a fifth-year course of study for advanced preparation of secondary teachers of English leading to a T5 teaching certificate. The program requires a total of 36 semester hours, with a minimum of 21 hours in required and elective graduate English courses and 15 hours in education or related fields. Students must remain in good academic standing in the program and are required to pass a written comprehensive examination near the end of their course of study. The program is intended for applicants currently possessing renewable teaching certificates and provides an opportunity for students to strengthen strategic academic and pedagogical areas and to 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 as well as the literatures of other nations, 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.
7. To prepare the English teacher for the successful application for a T-5 certificate.

Admission to the Program

Admission to the English Education Program requires an undergraduate degree in English Education, or the equivalent,

from an accredited college, a fully renewable T-4 certificate, and satisfactory scores on the Graduate Record Examination or Miller Analogies Test. 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)

Area B - Programs and Problems of the School

(Minimum of 6 semester hours)

EDUC 5524, EDUC 5528: Program must include one of these courses

READ 5505: Recommended if not previously taken

Area C - The Teaching Field

(Minimum of 21 semester hours)

ENGL 5500, ENGL 5615, ENGL 5696, ENGL 5908: Program must include one of these courses

ENGL 5304: Recommended if not previously taken

Area D – Research

(Minimum of 3 semester hours)

EDUC 5500: Educational Statistics

EDUC 5502: Action Research

Area E - Related Areas

(Minimum of 3 semester hours)

COMPREHENSIVE EXAMINATION POLICIES

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

1. 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.

2. Demonstrate a general knowledge of the bodies of American and English literatures (as indicated by the department's reading list) and specific knowledge of the literary periods and topics in which courses have been taken.
3. 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:

Courses Required for Comprehensive Exam

ENGL 5304: required unless previously fulfilled

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.

Re-examination

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

MATHEMATICS EDUCATION, M.ED.

The M.Ed. degree in Mathematics Education leads to Level 5 certification in mathematics. A candidate enrolling in this program is expected to hold a T-4 level certification in Mathematics Education. This program requires a minimum of 36 semester hours of graduate work and successful completion of a comprehensive examination in

the area of mathematics. Candidates 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 Mathematics Education 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. Maintain at least a grade of "B" in all Mathematics courses and an overall average of "B" in all other 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 Education and have satisfied the regular general admission requirements for admissions set by the College of Education at Albany State University. The candidate must have a 2.5 minimum overall undergraduate grade-point average and a clear renewable teaching certification for secondary Mathematics in the state of Georgia. 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 candidate is admitted provisionally if some conditions are placed on his/her status because of grade-point average, standardized test scores or lack of academic preparation in the subject area. A candidate 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 3.0 grade-point average is required for the satisfactory completion of the prerequisite courses. Additionally, the candidate must

complete 9 semester hours of study at the graduate level with an average of "B" or better before he/she is granted regular admission to the program.

Non-Degree Admission

Candidates 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 9 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. Candidates 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.

Comprehensive Examination Policy

The comprehensive examination covers three subjects: Analysis, Modern Algebra and a subject of the candidate's choice (e.g. Geometry, Topology, or History of Mathematics, etc.). Candidates have three attempts to pass the comprehensive examination. Passing score is 80% of each subject. If a candidate passes two subjects and fails the third one, then the candidate is only required to take the third one in the next attempt. If a student does not pass two or three subjects, then the student is required to retake all the three subjects in the next attempt.

REQUIREMENTS

Area A - Nature of the Learner

(Minimum of 3 semester hours)

SPED 5501: Required if not previously fulfilled at the undergraduate or graduate level

Requirements List

Area B - Programs and the Problems of Schools

(Minimum of 3 semester hours)

Area C - Teaching Field

(Minimum of 15 semester hours)

MATH 5112, MATH 5311: Required if not previously fulfilled at the undergraduate or graduate level

MATH 5113, MATH 5114, MATH 5211, MATH 5212: Required course

Area D – Research

(Minimum of 3 semester hours)

EDUC 5502: Required Course

MATH 5412, EDUC 5500: Required if not previously fulfilled at the undergraduate or graduate level

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 5511: Required if not previously fulfilled at the undergraduate or graduate level.

Total Credit Hours: 36

EARLY CHILDHOOD EDUCATION, M.ED.

This program leads to the T-5 certification in Early Childhood Education and is designed to prepare master teachers to work with children in grades K-5. 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.

The purpose of the M.Ed. in Early Childhood Education is to promote leadership for K-5 populations. Candidates complete 36 hours of courses designed to augment resourceful and imaginative problem-solving skills for K-5 populations. All classes implement the College of Education's conceptual framework: Reflective transformative practitioner, culturally-responsive practitioner, and technologically-competent practitioner.

Candidates have to be admitted by the Graduate Admissions Office before being admitted into the program.

Objectives of the Program

The basic objective of the Masters of Education program in Early Childhood 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 repertoires,
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.

Admission to the Program

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

Comprehensive Examination

In partial fulfillment of the M.Ed., in Early Childhood 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 eligible to take the comprehensive examination only if his/her grade-point average is 3.0 or higher and no course grade is lower than "B" in Area C of the 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 M.Ed. degree in Early Childhood Education program. The exam will address specific objectives from various courses in the program.

Program of Study

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

ECEC	5500	Early Childhood Development
EDUC	5554	Psychology of Teaching
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 (Minimum of 3 Semester hours)

EDUC	5504	History of Education
EDUC	5509	Philosophy of Education
ECEC	5518	Issues in Early Childhood Education
EDAS	6648	Economics in Education

Area C Teaching Field (Minimum of 18 Semester hours)

ECEC	5509	Theories, Design and Program Development in Early Childhood
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		Education***
ECEC	5512	Cultural Diversity in Early Childhood Education*
ECEC	5520	Language Development for Young Children
ECEC	5527	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
EDRG	5594	Theory & Pedagogy in Reading Education@
ECEC	5545	Infant Education
ECEC	5550	Social Studies in Early Childhood Education*
ECEC	5555	Creative Physical Experiences in Early Childhood Education
ECEC	5560	Counseling in Early Childhood Education
ECEC	5565	Diagnosis and Remediation
EDRG	5595	Diagnostic & Prescriptive Procedures In Reading Education@
EDRG	5596	Content Area Literacy@

Area D Research

(Minimum of 6 Semester hours)

EDUC	5500	Educational Statistics
EDUC	5502	Action Research

Area E Early Childhood Electives

(Minimum of 6 Semester hours – Selected with adviser)

*Major courses (four of five required)

***Required unless previously taken

@Reading Endorsement Available with **completion of all three courses**

MIDDLE GRADES EDUCATION, M.ED.

This program leads to the T-5 certification in Middle Grades Education and is designed to prepare master teachers to work with children in grades 4-8. This program also provides knowledge and skills for teachers to serve in leadership roles in curriculum development, supervision and research in the field of Middle Grades Education.

The purpose of the M.Ed. in Middle Grades Education is to promote leadership for 4-8 populations. Candidates complete 36 hours of courses designed to augment resourceful and imaginative problem-solving skills for 4-8 populations. All classes implement the College of Education's conceptual framework: Reflective

transformative practitioner, culturally-responsive practitioner, technologically-competent practitioner. Candidates have to be admitted by the Graduate Admissions Office before being admitted into the program.

Objectives of the Program

The basic objective of the Master's 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.

Admission to the Program

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

Comprehensive Examination

In partial fulfillment of the M.Ed., in Middle Grades 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 eligible to take the comprehensive examination only if his/her grade-point average is 3.0 or higher and no course grade is lower than "B" in Area C of the 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 M.Ed. degree in Middle Grades Education program. The exam will address specific objectives from the middle grades curriculum and both content concentrations.

PROGRAM OF STUDY

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

PSYC	5515	Educational Psychology
PSYC	5520	Developmental Psychology
PSYC	5530	Adolescent Psychology
SPED	5542	Behavior Modification for Special Education Students

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

MGED	5541	Nature and Curriculum of MGED
EDUC	5504	History of Education
EDUC	5509	Philosophy of Education
EDUC	5538	Curriculum Planning
EDUC	5540	Curriculum Principles

Area C Teaching Field

(Minimum of 15 Semester hours)

Area C – Mathematics

MATH	5113	Modern Algebra
MATH	5311	Geometry for Teachers
MGED	5532	Meth/Mat for teaching Mathematics in Middle Grades
MATH	5202	Technology-Oriented Math

Area C – Language Arts

MGED	5520	Language Arts Concepts for Middle Childhood
ENGL	5515	Advanced Exposition for Teachers
ENGL	5524	Methods/Materials in teaching English

Area C – Science

ISCI	5515	Integrated Topics in Biology
ISCI	5500	Integrated Earth Science
ISCI	5530	Integrated Physical Science I
ISCI	5531	Integrated Physical Science II
EDUC	5570	Strategies for Instruction in Science

Area C – Social Science

SSCI	5580	Social Studies Concepts and Issues
SSCI	5581	Methods/Materials in Teaching Social Studies
SSCI	5583	Social Studies for Global Understanding

Area D Research

(Minimum of 6 Semester hours)

EDUC	5500	Educational Statistics
EDUC	5502	Action Research

Area E Middle Grades Electives

(Minimum of 6 Semester hours – Selected with adviser)

Some Acceptable Courses for Substitutions

(Substitutions must be approved by your advisor and related to areas of concentration)

EDAS	5501	Area E
EDUC	5540	Area B or E
EDUC	5587	Area C
EDUC	5588	Area C
EDRG	5594	Area C or E
EDRG	5595	Area C or E
EDRG	5596	Area C or E
PSYC	5515	Area A or E
SPED	5501	Area E
SPED	5547	Area A or E

Total Credit Hours: 36

SCIENCE EDUCATION, M.ED.

The Department of Natural Sciences in the College of Sciences and Health Professions 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 Georgia T-4 certification in Science Education or who have completed basic prerequisite course work for certification in Science Education. This program leads to T-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 18 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 eligible to take the comprehensive examination only if his/her grade-point average is 3.0 or higher and no course grade is lower than 'B' 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 Science Education Process) programs. The exam will address specific objectives from the cognate field.

The Master's degree in Science Education has an emphasis in biology.

Total Semester Hours Required: 36

REQUIREMENTS – AREA A AND B

Area A - Nature of the Learner

(Minimum of 3 hours required)

Area B - Program and Problems of the School

(Minimum of 3 hours required)

EDUC 5570: Required Course

AREA C - TEACHING FIELD COURSES

Minimum of 18 semester hours from Area C (6 hours of the core 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.

(Six hours in core and nine hours to be selected from the list of elective courses.)

Cognate Fields - Core

(Minimum of 6 hours from the core)

(Other teaching field courses will be selected from courses listed within the cognate areas with the approval of the advisors.)

Cognate Fields — Electives 9 hrs

(Minimum of 9 hours chosen from the following)

3 hrs from AREA C may be satisfied with PHYS 5500, (PHYS 5530 or PHYS 5531) or (PHYS 5645 or PHYS 5646)

REQUIREMENTS - AREA D AND E

Area D - Research and Statistics

(Minimum of 3 semester hours)

EDUC 5500: Required for research course. Passing an examination can satisfy course requirements.

EDUC 5501: Required course

Area E - Electives (Minimum of 3 semester hours)

SPED 5501: Required only if not previously fulfilled.

SPECIAL EDUCATION, M.ED.

The M.Ed. degree programs in Special Education lead to T-5 certification in Special Education General Curriculum. Any person who has T-4 certification in a teaching field or who has completed a four-year degree program in a related field outside the field of teaching and meets the other admission criteria may pursue the master's-level programs.

The Special Education Program provides professional educators an opportunity to enhance their ability to develop instructional teaching strategies and curriculum modification/accommodation skills that enable students with disabilities to access the general curriculum and address areas of independent living skills. As the candidates progress through the program they will obtain knowledge of research-based best practices in their core content areas, strategies for making data-driven decisions, and skills for improving student achievement through action research.

Objectives of the Program

1. Construct a thorough base in the foundations, principles, ethics, values, and methods of modern general and special education.
2. Foster knowledge of pedagogy, enrichment and acceleration, interdisciplinary programming, early childhood intervention, secondary education, transition and rehabilitation, rural and urban education, and technology.
3. Incorporates coursework in behavioral disorders), intellectual disability, physical disabilities, and mild disabilities including intellectual disability, management of social and unsocial behavior, communication and language, mobility, mathematics, reading, problem solving, visual skills and visual perceptual processing, and self-regulation.
4. Affords candidates with opportunities to participate in action research, experimental design, program

evaluation, cultural diversity, and issues of inclusion and least restrictive environment.

Admission to the Program

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

Comprehensive Examination

In partial fulfillment of the M.Ed. degree in Special 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 eligible to take the comprehensive examination only if his/her grade-point average is 3.0 or higher and no course grade is lower than "B" in Area C of the 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 the Special Education program. The exam will address specific objectives from the various courses in the curriculum.

SPECIAL EDUCATION – GENERAL CURRICULUM

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

SPED 5542 Behavior Modification for Special Education Students

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

EDUC 5504 History of Education
EDUC 5509 Philosophy of Education
EDUC 5538 Curriculum Planning
EDUC 5540 Curriculum Principles

Area C Teaching Field

(Minimum of 15 Semester hours)

Area C – Mathematics

SPED 5510 Characteristics and Instructional Strategies for Teaching Mildly Disabled
SPED 5545 Educational Assessment of Exceptional Children
SPED 5563 Issues in Interrelated Special Education
SPED 5570 Practicum in Interrelated Special Education
SPED 5590 Teaching of Reading and Math to Exceptional Learners
EDUC 5199 Orientation to Adv. Prof. Education

Area D Research

(Minimum of 6 Semester hours)

EDUC 5500 Educational Statistics or Equivalent
EDUC 5502 Action Research

Area E Special Education Electives

(Minimum of 9 Semester hours)

Reading Endorsement

EDRG 5594 Introduction to Theory & Pedagogy in Reading
EDRG 5595 Diagnosis & Prescriptive Procedures in Reading
EDRG 5596 Content Area Literacy

ESOL Endorsement

ESOL 5501 Methods/Materials for Teaching ESOL
ESOL 5502 ESOL Instructional Strategies
ESOL 5503 Applied Linguistics
ESOL 5504 Multicultural Education Issues

Gifted Endorsement

SPED 5516 Characteristics of Gifted Children and Youth
SPED 5529 Instructional Methods in Gifted Education
SPED 5536 Curriculum for Gifted Education

COURSES

ACCT - Accounting

ACCT 6101 - Accounting Analysis/Decision (3 credits)

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: Graduate Standing.

Prerequisite: Graduate Standing.

ACCT 6102 - Managerial/Cost Accounting II (3 credits)

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 6101.

Prerequisite: ACCT 6101. Offered: Spring.

ACCT 6112 - Advanced Auditing I (3 credits)

A detailed study of audit procedures includes audit sampling, tests of controls, and substantive tests. Prerequisite: ACCT 6101.

Prerequisite: ACCT 6101. Offered: Summer.

ACCT 6131 - Advanced Accounting I (3 credits)

This course is a study of financial accounting and reporting related to partnerships, branches, segmental and interim reporting. Prerequisite: ACCT 6101.

Prerequisite: ACCT 6101. Offered: Fall.

ACCT 6141 - Municipal Accounting (3 credits)

Fund theory, generally accepted accounting principles, and accounting practice and reporting for state and local governments. Prerequisite: ACCT 6101.

Prerequisite: ACCT 6101. Offered: Summer.

ARST - Art

ARST 5501 - Art Education for Children (3 credits)

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.

Offered: As needed

BIOL - Biology

BIOL 5501 - Selected Topics in Botany (3 credits)

Lecture and laboratory activities in this course will emphasize current selected topics in the botanical sciences with applications in health, industry, technology, the environment and society.

Offered: As needed

BIOL 5502 - Selected Topics in Zoology (3 credits)

Lecture and laboratory activities in this course will emphasize current and selected topics in zoology with applications in health, industry, technology, the environment and society.

Offered: As needed

BIOL 5503 - Sel Topics in Human Biology (3 credits)

Lecture and laboratory activities in this course will emphasize current and selected topics in human biology as applied in health, industry, technology, the environment and society.

Offered: As needed

BIOL 5504 - Ecology (3 credits)

Lecture and laboratory activities in this course will emphasize the basic concepts and principles used in the study of the environment and ecosystems.

Offered: Fall

BIOL 5506 - Genetics (3 credits)

Lecture and laboratory activities in this course will emphasize the basic principles and concepts of classical and molecular genetics in living organisms.

Offered: Spring

BIOL 5508 - Parasitology (3 credits)

Lecture and laboratory activities in this course will emphasize the common parasites of man and domestic animals and their impact on society.

Offered: As needed

BIOL 5509 - Mammalian Anatomy (3 credits)

Lecture and laboratory activities in this course will involve a study of the gross and microscopic structures of various mammalian organ systems.

Offered: As needed

BIOL 5510 - Microbiology (3 credits)

Lecture and laboratory activities in this course will include studies of the different groups of microorganism and their impact in health, industry, technology, agriculture, the environment and society.

Offered: Fall, Spring

BIOL 5513 - Mammalian Physiology (3 credits)

Lecture and laboratory activities in this course will emphasize a study of the basic metabolic mechanisms responsible for the functions of the different organ systems found in mammals.

Offered: As needed

BIOL 5514 - Biological Chemistry (3 credits)

Lecture and laboratory activities in this course will emphasize the study of the biologically important compounds and their reactions in living systems.

Offered: As needed

BIOL 5515 - Selected Topics in Biology (3 credits)

Lecture and laboratory activities in this course will emphasize selected current applications of the biological sciences in health, industry, technology, agriculture, the environment and society.

Offered: Spring

BIOL 5518 - Biotechnology (3 credits)

Lecture and laboratory activities in this course will emphasize the modern concepts and principles of gene regulation and expression with applications in health, industry, technology, agriculture, the environment and society.

Offered: As needed

BIOL 5519 - Plant Biology (3 credits)

Lecture and laboratory activities in this course will emphasize the basic concepts of the botanical sciences with applications in health, industry, technology, agriculture, the environment and society.

Offered: As needed

BIOL 5521 - Hydrology/Water Use Efficiency (3 credits)

Course activities in this course will introduce basic concepts of hydrology with applications to irrigation and policy issues.

Offered: As needed

BIOL 5522 - Enviro and Nat Resour (3 credits)

Course activities in this course will provides an overview of the economic principles, public policy instruments, and current practice involved in the

management and conservation of natural and environmental systems.

Offered: As needed

BIOL 5523 - Water Resources/Envr Plan (3 credits)

Course activities in this course will provides the basic concepts necessary for applying benefit cost analysis to water projects and issues.

Offered: As needed

BIOL 5524 - Water Law (3 credits)

Course activities in this course will introduce the basic legal concepts that are of critical importance for the design and implementation of water policies.

Offered: As needed

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

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

Offered: As needed

BUSA 6105 - International Business (3 credits)

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.

Offered: Spring

COUN Counseling Educational Ldsp**COUN 5000 - Into to Counseling Profession (3 credits)**

This course offers an introduction and orientation to the counseling profession. The course includes studies of the history and philosophy of the profession; contemporary and emerging trends of counseling; associated professional associations and specialties, divisions, publications, and affiliated organizations; credentialing requirements including certification and licensure and accreditation standards; advocacy, public policy, and various ethical codes that shape professional practice.

Offered: Fall

COUN 5001 - Intro to Professional Writing (3 credits)

This is an introductory course in professional writing in the counseling profession. Introduction to scholarly writing styles, as outlined in the APA publication guide and the course text will comprise the primary course activity.

Offered: Fall

COUN 5002 - Prof Issues in Counseling (3 credits)

This critical thinking course will assist students with conceptualization and synthesis of current issues and trends in Professional Counseling. Through review and critical analysis of research publications, students will gain a deeper appreciation of trends and issues influencing the profession.

Offered: Spring

COUN 5003 - Leadership and Advocacy (3 credits)

This course will help students understand the use of counseling skills, traditional and new (leadership and advocacy), to promote the academic, career, and personal/social development of individuals within systems.

Offered: Summer

COUN 5000 - Theories of Counseling (3 credits)

This course introduces students to the theories and 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.

Offered: Fall, Summer

COUN 5501 - Lifespan Development (3 credits)

This course offers an introduction to human development from conception to death. Theories of the development of physical, psychological, psychosocial, cognitive, and moral aspects of human existence are presented. The course will also explore environmental and genetic factors (also known as nature v. nurture), developmental crises and transitions, family development, and community influences as they relate to optimal and exceptional development. Particular attention will be given to helping strategies that facilitate optimal development over the lifespan.

Offered: Fall, Summer

COUN 5506 - Foundations of School Counseli (3 credits)

This course provides an overview of principles of school counseling. Counseling services, practices and basic concepts relating to organization and operation of school counseling programs are offered. Emphasis will be placed on theories of human growth and development and the implementation of a developmentally appropriate school counseling program. Prerequisite: Permission of Program Coordinator

Offered: Fall

COUN 5510 - Assessment and Appraisal (3 credits)

Principles of testing, interpretation of test scores, methods and utilization of assessment instruments to measure abilities, achievement levels, interests, aptitudes, developmental variables and personality characteristics are taught. Prerequisite: Full admission of School Counseling Program or permission of program Coordinator. Prerequisite: COUN 5500

Offered: Fall

COUN 5512 - Counseling Strat & Tech (3 credits)

This course is designed to teach basic skills of the helping relationship and the structure of the basic counseling interview appropriate for the school setting. Students will be involved in practicing skills and determining the relationship between theory and practice. Prerequisite: COUN 5500

Offered: Spring

COUN 5515 - Group Counseling and Dynamics (3 credits)

An experiential approach to more effective interpersonal communication, this course offers the opportunity for awareness, personal growth and understanding of self and others, and communication of that self-awareness and understanding. Emphasis is placed upon the nature of groups and the dynamics of group interaction as well as the implementation, design and facilitation of counseling groups. Students also investigate the legal aspects and ethical standards related to group counseling. Prerequisite: COUN 5512.

Offered: Summer

COUN 5517 - Family Counseling (3 credits)

Using a systems perspective for understanding family dynamics, this course provides students with theories, knowledge, and skills related to family counseling and examines major models of family and related interventions. A rationale is introduced for selecting

family and other systems theories as appropriate modalities for family assessment and counseling. Prerequisite: COUN 5512.

Offered: Fall

COUN 5520 - Multi-Cult Counseli Theor/Prac (3 credits)

An examination of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individual, couples, families, ethnic groups and communities. Prerequisite: COUN 5500

Offered: Spring

COUN 5528 - School Counseling P-12 (3 credits)

This course encompasses the study of the nature of counseling and its practical application at the elementary, middle, and secondary school levels. Emphasis is placed on the design and implementation of a comprehensive school counseling program. Peer facilitation, alternative programs, and involving others will be emphasized. Additionally, assessing the need for programs, informing administrators, teachers, parents and students about services, advertising, and recruitment will be covered. Prerequisite: COUN 5506.

Offered: Spring.

COUN 5531 - Career Development/Counseling (3 credits)

This course focuses on career development theories and decision making models, use of occupational and labor market information, technology-based career information systems, career development, and educational planning. Prerequisite: COUN 5500.

Offered: Spring, Summer

COUN 5540 - Consultation (3 credits)

Students explore the skills for effective consultation with clients and families, other professionals, administrators, and community resources. Theoretical application with respect to consultation activities will be examined. This course also provides students with the opportunity for theoretical and practical application. Prerequisite: COUN 5528.

Offered: Fall

COUN 5570 - Practicum (3 credits)

Students complete at least 100 clock hours of supervised clinical experience conducive to the modeling, demonstration and development of

counseling skills. The practicum requires 40 hours of direct service with clients, including experience in individual counseling and group work. Counseling interviews will be recorded. Proof of professional liability insurance coverage is required. Prerequisites: COUN 5501, 5512, 5515, 5531, 5600 or permission of Program Coordinator

Offered: Fall, Spring

COUN 5575 - Selected Topics in Counseling (3 credits)

This seminar features a combination of lecture, discussion, research and presentations. Topics vary each time course is offered. This course may be taken more than once for credit under different topics. Prerequisites: permission of the program coordinator.

Offered: Fall, Spring

COUN 5595 - Internship (3 credits)

Internship provides a supervised 600 clock hours of clinical experience in setting. Interns must complete at least 240 direct service clock hours and supervision by the University supervisor and the cooperating school counselor. Prerequisite: COUN 5570 or permission of coordinator.

Offered: Fall, Spring

COUN 5596 - Thesis (3 credits)

This class offers students the opportunity to develop and defend their research under the supervision of their thesis advisor. Prerequisites: COUN 5510, COUN 5620, permission of Coordinator.

Offered: As needed

COUN 5600 - Ethical/Legal Iss in Counselin (3 credits)

Legislative, judicial and ethical mandates germane to professional counselors are presented in this course. Current issues including such topics as confidentiality, use of assessment instruments, family issues, professional identity, and an examination of the ACA Code of Ethics and other professional standards will be covered. Prerequisite: COUN 5528.

Offered: Summer

COUN 5605 - Leadership and School Counseli (3)

This course is designed to provide counselors in training with the knowledge and skills necessary for them to be mental health and academic leaders in the school setting. The focus will be on the National Leadership Initiative for Transforming School Counseling and the American School counselor Association (ASCA) Standards. Information concerning budgets, alternative funding, and

community networking will be included.
Prerequisite: COUN 5528.

Offered: As needed

COUN 5610 - Crisis Counseling/Intervention (3 credits)

This course will provide an overview of the types and models of crisis interventions used in school and community settings. Consideration of organizational, community and client variables, including developmental needs, diversity and cultural issues will be addressed. Primary, secondary, and tertiary prevention in the School setting will be included.
Prerequisite: COUN 5512

Offered: Spring

CRJU - Criminal Justice

CRJU 5100 - Foundations of Criminal Justice (3 credits)

A survey of the total criminal justice system including crime causation, police, courts, corrections, and juvenile delinquency, private security, research and planning.

Offered: Fall, Spring, Summer

CRJU 5110 - Theory and Philosophy of CRJU (3 credits)

This course is an overview of the history, philosophy, and practices of the criminal justice system. The course will provide an introduction to major theories of the policy making process, examines methods of policy analysis, and apply these methods to the study of contemporary criminal justice issues. Emphasis will be placed on professional ethics, the nature of law and punishment, the overview of the criminal justice system; law enforcement; court system; and how criminal justice problems are conceptualized and brought to the attention of policymakers, how policy unfolds, and how these responses are implemented, evaluated and revised overtime.

Offered: Fall, Summer

CRJU 5200 - Fundamentals of Law (3 credits)

A study of substantive and procedural law as it applies to criminal justice survey of judicial review process.

Offered: As needed

CRJU 5300 - Philosophy of Criminal Justice (3 credits)

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.

Offered: As needed

CRJU 5400 - Org of Adm in CRJ System (3 credits)

A study of theories of bureaucracy, the exercise of power, and the functional relations between police, courts, and corrections.

Offered: Fall, Spring

CRJU 5600 - Research Methodology in CRJ (3 credits)

A study of theory construction, hypothesis development, operationalization, and modes of data collection.

Offered: Fall

CRJU 5610 - Research Statistics in CRJ (3 credits)

An examination of parametric and non-parametric statistical methods, inferential statistics, tests of significance, and hypothesis testing. Prerequisite: CRJU 5600

Offered: Fall, Spring

CRJU 6000 - Survey of Law Enforcement (3 credits)

This course provides a comprehensive and advanced overview of the law enforcement systems in the United States focusing on local, county, state, and federal law enforcement agencies. The course will examine divergent philosophies, models and various operational systems of law enforcement agencies and allows students to gain a deeper understanding of law enforcement practices, duties, and responsibilities encountered as engaged by law enforcement professionals at various levels of operations. The course will also focus on the overlapping functions, conflicts and contradictions as well as some ethical issues and dilemmas associated with law enforcement practices and operations.

Offered: Fall, Spring

CRJU 6100 - Policing in Democratic Society (3 credits)

A study of the conflict between individual liberty and social control agencies, public acceptance of the order maintenance function of the police, the pros and cons of present limitations on police authority.

Offered: Spring

CRJU 6110 - Social Serv Role of CRJ Person (3 credits)

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.

Offered: Spring, Summer

CRJU 6120 - Law Enforcement Operations (3 credits)

An examination of law enforcement responsibilities and the allocations of resources to meet the role. Topics covered include managing criminal investigations, patrol operations, crime prevention, mass media relations and criminal court procedures.

Offered: Spring, Summer

CRJU 6200 - Law Enforcement Management and Planning (3 credits)

This course focuses on the implementation of criminal justice policies, planning, criminal justice management, decision-making and communications as basic management activities, budgetary processes and personnel management.

Offered: Summer

CRJU 6400 - Foundations of Corrections (3 credits)

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.

Offered: Fall, Spring, Summer

CRJU 6410 - Administration of Psych Tests (3 credits)

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

Offered: As needed

CRJU 6420 - Interviewing and Counseling (3 credits)

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

Offered: Fall, Summer

CRJU 6430 - Rehabilitation and Treatment (3 credits)

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 is also included.

Offered: Spring, Summer

CRJU 6440 - Mgt of Correctional Inst (3 credits)

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

Offered: Spring

CRJU 7001 - Thesis Seminar (3 credits)

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.

Offered: Fall

CRJU 7002 - Thesis (3 credits)

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.

Offered: Fall

CRJU 7003 - Technology and CRJ (3 credits)

This course familiarizes graduate students with the various uses of technology in the criminal justice system and raises ethical and legal issues with its use. Students in the non-thesis option may substitute MGMT 6205 Management Information Systems or PADM 6011 Computer Applications for Public Administration.

Offered: Spring

CRJU 7004 - CRJ Program Evaluation (3 credits)

This course is designed to familiarize students with techniques that are utilized in evaluating the effectiveness of public programs and policies. The course is appropriate for all non-thesis graduate students. Students may substitute PADM 5823 Public Program Evaluation for the course.

Offered: Spring

ECEC - Early Childhood Education

ECEC 5500 - Early Childhood Development (3 credits)

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. Candidates must earn a minimum grade of B to receive credit for this course in the program of study.

Offered: Fall

ECEC 5509 - Theories, Design and Prog Dev (3 credits)

Provides for the analysis and evaluation of the needs of both student and teacher in differentiated learning environments in the preschool primary grades in early childhood education. Curricula design will address varied philosophies, theories and methods of teaching and supporting auxiliaries. Candidates must earn a minimum grade of B to receive credit for this course in the program of study.

Offered: Spring

ECEC 5512 - Cult Diversity in Early Child (3 credits)

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. Candidates must earn a minimum grade of B to receive credit for this course in the program of study.

Offered: Fall

ECEC 5518 - Issues/Early Child Education (3 credits)

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.

Offered: Spring

ECEC 5525 - Math Experience Young Children (3 credits)

Theoretical viewpoints that have affected the teaching pre-mathematical and math concepts will be examined. Innovative mathematics projects and programs will be reviewed. Laboratory experiences will be arranged. Candidates must earn a

minimum grade of B to receive credit for this course in the program of study.

Offered: Spring

ECEC 5527 - Sci Experiences Young Children (3 credits)

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. Candidates must earn a minimum grade of B to receive credit for this course in the program of study.

Offered: Summer

ECEC 5550 - Social Studies Early Child Ed (3 credits)

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. Candidates must earn a minimum grade of B to receive credit for this course in the program of study.

Offered: Spring

ECEC 5551 - Understanding and Teaching Alg (3 credits)

This course provides an in depth exploration of algebraic thinking, number systems, problem posing and problem solving in P-5 settings. Candidates will explore the algebraic content in their general classroom activities and practice algebraic thinking and representing mathematical models. The lessons will include strong emphasis on best practices for developing mathematical thinking in young children.

Offered: Fall

ECEC 5552 - Understanding and Teaching Geom (3 credits)

This course explores developmentally appropriate concepts in geometry and measurement. In addition to an overall focus on the development of mathematical thinking and language development, specific topics covered include theorems for the young child, circumference, perimeters, volume, metric system and navigating spatial relationships.

Offered: Spring

ECEC 5553 - Understanding and Teaching Dat (3 credits)

This course launches an exploration into data analysis and probability in the P-5 classroom. Candidates will extend and refine their knowledge of data collection,

organization, representation, analysis, and interpretation using real world sources and scenarios. Probability and basic concepts of chance will also be examined.

Offered: Summer

ECEC 5555 - Creative Exp in Early Child Ed (3 credits)

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. Candidates must earn a minimum grade of B to receive credit for this course in the program of study.

Offered: Summer

ECON - Economics

ECON 6106 - Economics for Managers (3 credits)

This course is an overview of basic economic theory applied to modern business decision making. It will cover major macroeconomics and microeconomic concepts that are important to managers working within the American economy. This course is designed to developed student's understanding of how to efficiently achieve the goals of the firm and their ability to recognize how economic forces affect the organization. Prerequisite: ECON 2105 and ECON 2106 or ECON 5200

Offered: Spring

EDAS - Educational Admin

EDAS 5505 - Introduction to Leadership (3 credits)

This is the introductory course in the Educational Leadership Master's program. The ultimate goal is to provide a basic background for subsequent learning in the leadership program. The course considers the application of theory to educational agencies. Planning, goal-setting and implementation, problem solving, organizational development, and change, interpersonal and group relations and school climate are examined as well.

Offered: Fall

EDAS 5511 - Integrating Technology for Ed Leaders (3 credits)

This course prepares prospective educational leaders to apply technology and its applications in the learning environment with particular reference to performance-based curricula

Offered: Summer.

EDAS 5535 - Ethical & Legal Aspects of Education (3 credits)

A study of the ethical and legal foundation of public education as it relates to the rights and responsibilities of school personnel, parents and students. Emphasis will be place on policies and standards from the federal, state and local levels, with special emphasis on the Elementary and Secondary Education Act, Georgia law, and Georgia's Code of Ethics.

Offered: Summer

EDAS 5545 - Curri. Instruct. & School Lead. (3 credits)

The goal of this course is to provide recent trends in curriculum and instructional design, while providing an understanding of educational administration and the principles, procedures, and research of school improvement.

Offered: Spring

EDAS 5555 - Preparing Educational Leaders for Diversity (3 credits)

The focus of the course is to assist school leaders in recognizing that encounters with "difference" promote the understanding of others, as well as self-understanding, and the appreciation and mutual respect of diverse perspectives and cultures. This recognition enables them to create a school environment that is welcoming, inclusive and increasingly diverse in pedagogy and practice.

Offered: Spring

EDAS 5575 - Managing Human & Fiscal Resources in Schools (3 credits)

This course is designed to provide the candidate with the knowledge, skills, and dispositions from a building leader's perspective to both lead and manage fiscal and personnel school functions and other school resources. These include business procedures, fiscal accounting, and budgeting and personnel administration.

Offered: Summer

EDAS 5585 - School Safety, Discipline, Mgmt (3 credits)

Candidates analyze school climate, school safety, school discipline and control of violence. This course has 3 major emphases: 1) school safety; 2) school-wide discipline, and 3) classroom management. The educational leader will demonstrate the ability to develop and implement a school safety plan; produce, articulate and disseminate a school-wide discipline plan; coach,

support, teach and develop teachers as classroom managers.

Offered: Fall

EDAS 5595 - Clinical Experiences in Educational Leadership (3 credits)

The course includes completion of 250 clock hours of administrative experiences in eleven major areas of school administration as outlined in the Clinical Manual. Each candidate prepares an experience portfolio reflecting on all experiences. Logs are submitted to the instructor of the course.

Offered: Fall, Spring

EDAS 6655 - The Principal as Instructional Leader (3 credits)

This is an advanced course in school administration for students in the Education Specialist Performance-Based Program specializing in building level administration. Although some emphasis will be placed on management and structure of the school, the major focus is on the role of the principal in creating and maintaining a program of instructional excellence. Thus, every facet of the course will lead to creating a school leader who is able and willing to promote student achievement.

Offered: Fall

EDAS 6670 - School Finance (3 credits)

This course is designed to provide the candidate with the basic principles of school finance, accounting procedures and an overview of school business management. Included is a review of the issues (and possible resolutions) that confront educational leaders, boards of education (BOE) and the public. Also included is the planning, preparation and administration of budgets. Candidates examine theories of financing public elementary and secondary schools with special attention to the Georgia requirements. Basic overview of taxation, bond issues and SPLOST are reviewed. This course is part of the performance-based specialist program. One third of the activities/assessment for this course are performance-based, while two thirds of the activities/assessment are content-based and practice-based. Performance-based activities from the Ed.S. Handbook are to be performed and recorded in the candidate's electronic portfolio. Verification for each activity by the candidate will be posted on verification form.

Offered: Summer

EDAS 6681 - Recent Trends in Supervision (3 credits)

Recent trends in supervision are reviewed. The identification of problem arising in the practice of

supervising as well as the evaluation procedures in today's schools will be presented.

Offered: Summer

EDAS 6685 - School/Community Relations (3 credits)

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

Offered: Summer

EDAS 6701 - Law & Ethics in Educational Leadership (3 credits)

This pre-service course is one of two required of all Ed.S. candidates who have not completed a master's degree in educational leadership. This course emphasizes content knowledge in educational leadership and ethics with some application and performance. The candidate studies law as it pertains to educational leadership. Included is the study of constitutional law, legislation, litigation and administrative rulings. Also included is an overview of the legal and ethical dimensions of professional practice in contemporary American public education.

Offered: Fall, Spring, Summer

EDAS 6702 - Educational Leadership and School Improvement (3 credits)

This pre-service course for entrance into the Ed.S. program is one of two required of those candidates who have not completed a master's degree in educational leadership. This is primarily a content course with some application and performance. Emphasis is given to the study of leadership and school improvement. Candidates will learn the importance of analyzing data to plan and implement appropriate instructional experiences for students and to identify and analyze the measures of data to understand student learning needs.

Offered: Fall, Spring, Summer

EDAS 6708 - Residency I District Level (6 credits)

Candidates acquire district level administrative experience under a practicing supervisor / administrator. This course is part of a Performance-Based Educational Specialist program. One hundred percent of the activities/assessments for this Course are performance-based. This course is designed for Ed.S. Candidates to maximize opportunities and practices and to refine their skills in district level administration. The experiences of this course include the beginning of an Administrative Preparation Portfolio for the candidate to document and record progress toward meeting Professional Standards Commission (PSC) Standards and Board of Regents (BOR) Performance Strands for

Specialists' Level preparation, assess needs and complete performance-based experiences in an authentic district level setting. These experiences will lead to Residency II EDAS 6770.

Offered: Fall

EDAS 6710 - The Superintendent (3 credits)

This course is an intensive study of Research literature on the School Superintendent. The Executive Leadership responsibilities, roles, and styles with references on superintendent and school-board relationship will be considered. This course is part of a Performance-Based Educational Specialist Program. One hundred percent of the activities and assessments for this course are Performance-Based.

Offered: Fall

EDAS 6711 - Software Systems in Educational Administration (3 credits)

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

Offered: Summer

EDAS 6719 - Residency I Building Level (6 credits)

Candidates acquire building level administrative experience under a practicing supervisor / administrator. This course is part of a Performance-Based Educational Specialist program. One hundred percent of the activities/assessments for this course are performance-based. This course is designed for Ed.S. candidates to maximize opportunities and practices and refine their skills in building level administration. The experiences of this course include the beginning of an Administrative Preparation Portfolio for the candidate to document and record progress toward meeting Professional Standards Commission (PSC) Standards and Board of Regents (BOR) Performance Strands for Specialists' Level preparation, assess needs and complete performance-based experiences in an authentic building level setting. These experiences will lead to the Residency II EDAS 6769.

Offered: Fall

EDAS 6733 - Educational Policy (3 credits)

This course will combine in-depth knowledge of the textbook, reading of a paperback and study of

selected websites on current educational issues, as well as class discussions and stringent question and answer sessions led by the instructor. Students will then be able to analyze a number of policy documents from their school system and provide an evaluation based on the material studied in this class

Offered: Summer

EDAS 6769 - Residency II Building Level (6 credits)

Residency II is a continuation of Residency I. Candidates acquire building level administrative experience under a BLCST. This course is part of a Performance-Based Educational Specialist program. One hundred percent of the activities/assessments for this course are performance based. EDAS 6769 is designed for Ed.S. candidates to maximize opportunities and practices and to refine their skills in building level administration. The experiences of this course include the continuation of an Administrative Preparation Portfolio for the candidate to document and record progress toward meeting Professional Standards Commission (PSC) Standards and Board of Regents (BOR) Performance Strands for Specialists' Level preparation using the GaDOE Leader Keys, assess needs and complete performance-based experiences in an authentic building level setting.

Offered: Spring

EDAS 6770 - Residency II District Level (6 credits)

Candidates acquire district level administrative experience under a practicing supervisor / administrator. This course is part of a Performance-Based Educational Specialist program. One hundred percent of the activities/assessments for this course are performance-based. This course is designed for Ed.S. Candidates to maximize opportunities and practices and to refine their skills in district level administration. The experiences of this course include the beginning of an Administrative Preparation Portfolio for the candidate to document and record progress toward meeting Professional Standards Commission (PSC) Standards and Board of Regents (BOR) Performance Strands for Specialists' Level preparation, assess needs and complete performance-based experiences in an authentic district level setting.

Offered: Spring

EDAS 6785 - Improvement of Instruction (3 credits)

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

Offered: Summer

EDRG - Education Endorsement Reading

EDRG 5594 - Intro to Theory and Pedagogy (3 credits)

This course is designed to provide an overview of foundational knowledge for reading instruction and practical, technological, and theoretical information about the reading and writing processes needed to instruct diverse populations are covered. Current research in the field of reading education is included to equip the teacher with a balanced perspective.

Offered: Fall

EDRG 5595 - Diag&Prescrip Proc in Rdg (3 credits)

Focuses on using assessment tools to plan, evaluate, and revise effective instruction to meet the needs of all learners.

Offered: Spring

EDRG 5596 - Rdg Endorse Content Area Lit (3 credits)

Focuses on instructional strategies of literacy skills teachers can use to help learners transfer skills in specific content areas.

Offered: Summer

EDUC - Curriculum and Instruction

EDUC 5000 - Prof Dev for Accompl Educ (3 credits)

This course focuses on the self-assessment of individual student understanding and application of mastery outcomes based on National Board for Professional Teaching Standards. Emphasis will be upon preparing educators to assess their practice using the rigorous guidelines for the NBTS process.

Offered: Fall Summer

EDUC 5199 - Orientation to Advanced Professional Education (0 credits)

Orientation to Teacher Education provides graduate students with the training and information needed to successfully navigate ASU teacher preparation program requirements. Students will receive training on the College of Education's Conceptual Framework; the requirements needed to successfully complete teacher preparation programs; learn to navigate Degreeworks to complete academic program plans of study; and learn to navigate LiveText for purposes of assessment and evaluation of Key Unit

and Program specific assessments. All students will be required to purchase a LiveText account and have an active ASU account prior to participation in the course.

Offered: Fall Spring Summer

EDUC 5500 - Educational Statistics (3 credits)

Application of basic descriptive statistics to education. Data graphs and tables, probability, sampling statistics, correlation and hypothesis testing are studied.

Offered: Fall Spring Summer

EDUC 5502 - Action/Classroom Research (3 credits)

A study of research methods, procedures and designs, including the preparation of research abstracts and action research as it applies to educational settings.

Offered: Fall Spring Summer

EDUC 5504 - History of American Education (3 credits)

A survey of major developments in the rise of public school in the U.S. from the colonial period to the present.

Offered: Fall

EDUC 5509 - Philosophy of Education (3 credits)

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.

Offered: Summer

EDUC 5514 - Literature for Middle Chldhd (3 credits)

Wide reading and critique of literature for middle grades youth. The middle grades literature curriculum will be covered in this course.

Offered: Spring

EDUC 5515 - Adolescent Literature (3 credits)

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.

Offered: Spring

EDUC 5524 - Meth & Mater/English/Sec Schoo (3 credits)

Instructional procedures, student activities, materials and evaluation of English in the middle and secondary schools.

Offered: Spring

EDUC 5528 - Teaching Comp in Sec School (3 credits)

Curriculum, methods and materials for teaching composition in secondary schools, including the theories, approaches, techniques and procedures from prewriting through evaluation.

Offered: Fall

EDUC 5531 - Math Concepts for Sec Sch Edu (3 credits)

Current problems in teaching mathematics in the secondary school with emphasis on defining objectives, analyzing content and individualized instruction.

Offered: Spring

EDUC 5540 - Curriculum Principles (3 credits)

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.

Offered: Spring

EDUC 5570 - Strategies of Instr in Science (3 credits)

Designed to introduce the professional teacher to the theories and practices of supervising student teaching nature of learning science, a system for instruction, instructional skills and evaluation of science teaching. Candidates must earn a minimum grade of B to receive credit for this course in the program of study.

Offered: Spring Summer

EDUC 5590 - Pract I: Internship ECEC Presch (3 credits)

Field-based experiences providing an opportunity for extensive training and application of knowledge with children in the area preschool of early childhood education.

Offered: Fall, Spring

EDUC 5591 - Pract II: Internship ECEC Primary (3 credits)

Field-based experiences providing an opportunity for extensive training and application of knowledge with children in the area preschool of early childhood education.

Offered: Fall, Spring

EDUC 7701 - Advanced Educational Research (3 credits)

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.

Offered: Spring.

ENGL - English**ENGL 5304 - History of the English Lang (3 credits)**

Study of the development of the English language from the fifth century, emphasizing the philological changes which have occurred and their relationship to modern English. Prerequisite: ENGL 2298.

Offered: Fall Spring

ENGL 5500 - Bibliography & Research Method (3 credits)

Various approaches to literary scholarship and methods of research. Required and should be taken as early as possible in the student's course of study.

Offered: Summer

ENGL 5600 - Shakespeare (3 credits)

Study of Shakespeare's greatest plays and sonnets, with attention to the background of the Elizabethan period. Prerequisite: ENGL 2406.

Offered: Fall Spring

ENGL 5606 - Medieval Literature (3 credits)

(Formerly Chaucer). Significant authors through the 15th Century, with emphasis on the major works of Chaucer. Some attention given to his language and historical background of the age.

Offered: Fall Spring

ENGL 5609 - Introduction to Linguistics (3 credits)

Introduction to the principles of linguistic theory and analysis. Fundamentals of major approaches to the study of phonology, morphology and syntax.

Offered: Fall Spring

ENGL 5612 - Adv Grammar and Syntax (3 credits)

Critical examination of salient components of modern syntax and grammar.

Offered: Fall Spring

ENGL 5615 - Adv Exposition (3 credits)

Techniques of exposition, including structures, research methodology and rhetorical principles.

Offered: Fall Spring

ENGL 5621 - Literature of the Sixteenth and Seventeenth Centuries (3 credits)

(Formerly Old English Literature) Literary tendencies and thought of their period, including critical study of works of such major figures as More, Sidney, Donne, Johnson, Herbert and Milton.

Offered: Fall Spring

ENGL 5641 - Romanticism (3 credits)

(Formerly ENGL 5502) Study of the general literary tendencies and thought of the period, with emphasis on the poetry of Wordsworth, Coleridge, Byron, Shelley and Keats.

Offered: As needed

ENGL 5650 - Modern Drama (3 credits)

A survey of major movements and trends in drama from the late nineteenth century to the present.
Prerequisite: ENGL 2406

Offered: Fall.

ENGL 5651 - Victorian Literature (3 credits)

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

Offered: As needed

ENGL 5670 - Modern British Literature (3 credits)

Major works of the 20th century, with emphasis on either fiction or poetry.

Offered: Fall Spring.

ENGL 5681 - Early American Literature (3 credits)

Writings from the seventeenth and eighteenth centuries. Attention given to historical background.

Offered: Fall Spring.

ENGL 5683 - American Romanticism (3 credits)

Prose and poetry of the early and mid-19th century by such key figures as Hawthorne, Melville, Douglass, Poe, Emerson, Thoreau and Whitman.

Offered: Spring.

ENGL 5684 - American Realism and Naturalism (3 credits)

Important writers of the period from 1865-1914, including Twain, James, Howells, Wharton, Crane, Chopin, Chesnut and Dreiser.

Offered: Summer.

ENGL 5685 - Southern Literature (3 credits)

Study of major and representative writers from various periods of literature of the American South.

Offered: Fall Spring

ENGL 5686 - Modern American Fiction (3 credits)

Major trends in 20th century fiction, non-fictional prose, drama and poetry. Genre, movement and author emphases will vary.

Offered: Fall Summer

ENGL 5690 - African American Literature (3 credits)

Critical investigation of African-American writing from the 18th through the 20th centuries, with emphasis on major writers and cultural traditions.

Offered: Spring

ENGL 5696 - Contemporary Literature (3 credits)

Major writers and trends of World Literature in English since World War II, including authors from both Western and non-Western cultures.

Offered: Fall

ENGL 5792 - African American Novel (3 credits)

Critical and interpretive study of fiction by African Americans of the 20th century, with some attention to 19th century backgrounds.

Offered: As needed

ENGL 5794 - African American Drama (3 credits)

A study of the history and development of drama by African Americans, emphasizing the 20th century.

Offered: As needed

ENGL 5908 - Literary Criticism (3 credits)

Basic principles of literary criticism and major theories of criticism, their origin and development. Prerequisite: ENGL 2406.

Offered: Fall Spring

ESOL - English Speakers of Other Lang**ESOL 5501 - Meth & Mat of Tchng ESOL (3 credits)**

Methods and Materials for Teaching English to Speakers of Other Languages (ESOL) aims to support candidates in studying, applying, and reflecting on knowledge of how language works and is learned; the relationship of culture to language learning and to learners' adaptation to new schools and settings; ways of structuring curricula and instruction; and strategies for developing the classroom learning community and providing effective language teaching and learning.

Offered: Summer

ESOL 5502 - Instructional Strategies (3 credits)

This course is intended for both regular education and ESOL teachers and will focus on developing instructional strategies for supporting ESOL students in content area learning. Course participants will develop instructional and leadership skills needed for teaching ESOL. Participants will reflect upon using proven instructional practices to enhance learning in today's challenging classroom environment.

Offered: Summer

ESOL 5503 - Applied Linguistics (3 credits)

Through this course, participants will become knowledgeable about the nature and structure of language and how first and second languages develop. Participants will explore language teaching strategies consistent with the current understanding of the nature, structure, and development of language. By developing a repertoire of effective strategies, participants will become more proficient at supporting students' second language development. Teachers will investigate best practices and current research and consider how to adapt and integrate these principles into their own educational practice.

Offered: Fall

ESOL 5504 - Multicultural Educ Issues (3 credits)

This course provides an in-depth discussion of the concept of culture and helps students/teachers/school personnel recognize the influence of culture on learning, communication, belief systems and value

orientations, and patterns of thinking and behaving. Instructional applications including creating an appropriate learning environment and/or curriculum and materials for culturally diverse students will be given.

Offered: Fall

ETEC - Educational Technology**ETEC 5521 - Teaching Online in K-12 Setting (3 credits)**

This course will introduce the theory and practice of online teaching and learning and specifically address this concept as it relates to learners in the K-12 environment. Emphasis is placed on understanding online teaching tools, managing the virtual student caseload, engaging the online learner, and individualizing instruction in the virtual classroom. Participants will develop the necessary knowledge and skills to teach in a K-12 virtual school setting using the internet as a conduit for instruction. In addition, participants will develop the skills necessary to supplement existing lessons with asynchronous and synchronous activities designed to meet individual learner needs.

Offered: Fall

ETEC 5522 - Theoretical Founda of Edu Tech (3 credits)

This course is an overview of critical and contemporary theories of learning and theoretical applications in educational technology and emerging orientations as well as implications for practice. This course explores foundations, history, perspectives, and literature that is applicable across educational disciplines. Candidates will be challenged to think more critically about their efforts and career goals.

Offered: Fall

ETEC 5523 - Online Course Design (3 credits)

This course prepares candidates to engage in the instructional design process for developing and delivering effective learning experience in the classroom. Candidates will create technology-enhanced curriculum with written justification of design decisions.

Offered: Spring

ETEC 5524 - Delivery of Inst in Online Tec (3 credits)

This online course provides a practical field experience wherein candidates will demonstrate their knowledge and skill of online instruction and engagement as outlined in Educator Prep Rule 505-3-.85 which are necessary for success as a teacher with

the endorsement. In addition, this course provides a space for candidates to showcase their research ability using the technology to enhance praxis and practices.

Offered: Spring

FINC - Finance

FINC 6101 - Financial Management (3 credits)

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.

Offered: Spring

FOSC - Forensic Science

FOSC 6001 - Survey of Advanced FOSC (3 credits)

An introductory survey of forensic sciences, including criminalistics, investigation and identification, and methods of crime laboratory analysis for crime scene investigators and security officers. This course is not required if the student has taken at least two undergraduate courses in criminalistics (Fosc 2100) and crime scene investigation and identification (FOSC 3000) or their equivalents.

Offered: Fall

FOSC 6002 - Advanced Criminalistics (0 - 3 credits)

Criminalistics III (w/Lab) and IR etc.; Microscopy and SEM EDX of trace evidence; Identification of arson residues, explosives, glass, soils, fibers, paints, and blood stains. Computer bases laboratory report and graphic.

Offered: Spring

FOSC 6008 - Advanced DNA Technology (3 credits)

This course is an extension of a previous course (FOSC 4010) to include advanced technologies for DNA identification. It contains current theories and practices of DNA polymorphism, RFLP, polymerase chain reaction and DAN sequencing. The course begins with conventional knowledge as well as practices of the chemistry and physical properties of DNA. Both the structures and functions of DNA are inclusive. The current use of DNA technology in court has reached such a degree of sophistication that the conventional bio chemical knowledge of DNA

must be cultivated in the forensic setting. Laboratory report is required for credit.

Offered: As needed

FOSC 6009 - Advance Toxicology (3 credits)

This course is on the detection and quantitation of drugs and inorganic toxins by using advanced theory and practice of analytical, organic and inorganic chemical analysis and instrumental methods. The course draws attention to drug alcohol effects and to the current practices of breath testing using an intoxilizer. Finally, this course examines current theories of drug abuse from toxicology, pathology and pharmacology of drugs. Laboratory report is required for credit.

Offered: Spring

FOSC 6012 - Adv Trace/Transf/FOSC (3 credits)

This advanced course is a continuation of two previous three-hundred level course (FOSC 3010) and includes laboratoty practices of major applications of the SEM-EDX technology in Forensic casework. Laboratory report is required for credit.

Offered: Spring.

FOSC 7000 - Adv Ball & Assoc Tech (3 credits)

This course is on advanced theories and laboratory practices of ballistics as applied to varous firearms and conventional missiles and related problems in shooting/war crimes. Laboratory report is required for credit.

Offered: Fall

FREN - French

FREN 5501 - French Grammar I (3 credits)

A review of the fundamental grammatical principles of French with intensive practice in speaking, reading and writing the language and emphasis on idioms, vocabulary, and stylistics.

Offered: Fall Spring

FREN 5503 - French Conversation I (3 credits)

Designed to enhance audio-lingual skills in French, this course provides systematic practice in understanding and speaking the language, with emphasis on such activities as pattern drills, conversation and role-playing.

Offered: Fall Spring

FREN 5541 - Met/Teach for Lang/Elemen Sch (3 credits)

This course emphasizes methods, principles, and practices of teaching foreign language in the

elementary school, with classroom practices in all phases of the target language and evaluation of teaching materials.

Offered: Fall Spring

HEDP - Health and Physical Education

HEDP 5532 - Environmental Health (3 credits)

Analysis of health practices as they relate to environmental health problems including population control, pollution, drugs, alcohol and tobacco.

Offered: As needed

HEDP 5533 - Global Health Issues (3 credits)

This course provides graduate students with the opportunity to learn about the public health issues facing the world today. Students will be engaged in learning about health and equity from a global perspective, along with health and risk factors and how they can be assessed and addressed. This course will be an online course, providing students with additional opportunities to view videos, movies and related material to the course.

Offered:

HEDP 5576 - Multicultural Health Issues (3 credits)

This course uses a historical perspective to explore multicultural models of health, illness, and treatments or therapies to deepen the students' understanding of the scientific, sociocultural, philosophical, psychological, and spiritual foundations of various unconventional healing systems and their approaches to prevention, health promotion, healing, and maintenance of well-being. These multicultural or alternative approaches to health care and to modern conventional medicine are seen as complementary to the biomedical model as they blend body/mind/spirit, science, tradition, and cross-cultural avenues of diagnosis, treatment, and acceptance of health care. Participants will become familiar with the historical stages in the evolution of medical practices in various cultures; the underlying philosophical concepts, ideas, principles, and therapeutic practices surrounding these multicultural healing systems; and the impact that beliefs, culture, social, and ethnic systems have on health promotion, the prevention of health problems, and the treatment of disease. The impact of cultural values and ethnicity on understanding health and illness, and the utilization of health care services will be explored. Concepts and definitions of culture, ethnicity, traditional health beliefs, and health and illness will be discussed.

Offered: As needed

HEDP 5578 - Health concepts (3 credits)

This course has as its goal assisting students in developing advanced skills and knowledge to effectively address important issues in health promotion, health education, and disease prevention regardless of the setting. The focus will be on health education's impact in the past, present, and in the future as health related issues take center stage. The course will also consider those issues which affect quality of life for Americans and internationally.

Offered: As needed

HEDP 5579 - Sex Education (3 credits)

This course explores the problems and issues directly related to the physical, emotional and behavioral aspect of sex. In addition to assisting students in making consistent positive/healthy decisions about sexual related issues.

Offered: As needed

HEDP 5580 - Drug Education (3 credits)

This course is designed to present the most up-to-date information on the pharmacological, sociological, and psychological perspectives of commonly abused drugs. Emphasis will be placed on developing positive attitudes that will help the student to make consistent decisions about drug related issues. Suitable alternatives to drug abuse problems will be presented.

Offered: As needed

ISCI - Natural Sciences

ISCI 5500 - Integrated Earth Science (3 credits)

The course focuses on the integration of inquiry, problem solving, content knowledge and pedagogical knowledge and skills to provide advanced candidates with multiple opportunities to develop, practice and apply these skills in the classroom. The course supports the exploration of basic concepts and processes in the earth sciences to develop deeper content knowledge for grades K - 8 teachers. Content knowledge development is strongly supported with grade appropriate laboratory activities. The content areas include astronomy, geology and meteorology. Strategies of teaching earth science in grades K - 8 are integrated throughout the course. The content development is closely aligned to the current state and national standards (Georgia Performance Standards and Next Generation Science Standards) and integrates the literacy standards of the CCGPS (Common Core GPS Literacy Standards). Candidates must earn a minimum grade of B to receive credit for this course in the program of study.

Offered: Spring

ISCI 5501 - Integrated Found of Phys Scien (3 credits)

Integrated Foundations of Physical Science is the study of basic principles in relation to teaching science and their relation to the teaching of science in the elementary school. This course provides the foundations of Physical Science in the study of basic principles of physical science and their relation to the teaching of science in the elementary schools. The course focuses on the integration of inquiry, problem solving, content knowledge and pedagogical knowledge and skills to provide advanced candidates with multiple opportunities to develop, practice and apply these skills in the classroom. The course supports the exploration of basic concepts and processes in the physical sciences to develop deeper content knowledge for elementary teachers. Content knowledge development is strongly supported with grade appropriate laboratory activities. The course focuses on the knowledge and application of scientific processes and major concepts required for teaching physical science in the elementary classrooms, including matter and energy (motion, gravity, work, and forces). Laboratory activities are included that support appropriate grade level instruction. The content development is closely aligned to the current state and national standards (Georgia Performance Standards and Next Generation Science Standards) and integrates the literacy standards of the CCGPS (Common Core GPS Literacy Standards. Candidates must earn a minimum grade of B to receive credit for this course in the program of study.

Offered: Summer

ISCI 5515 - Selecte Topics in Biology (3 credits)

The course focuses on the integration of inquiry, problem solving, content knowledge and pedagogical knowledge and skills to provide advanced candidates with multiple opportunities to develop, practice and apply these skills in the classroom. The course supports the exploration of basic concepts and processes in the life sciences to develop deeper content knowledge for grades K - 8 teachers. Content knowledge development is strongly supported with grade appropriate laboratory activities. The content topics include cells, cellular processes, macromolecules, genetics, classification, adaptations, and ecosystems. Strategies for teaching life science will be integrated throughout the course. The content development is closely aligned to the current state and national standards (Georgia Performance Standards and Next Generation Science Standards) and integrates the literacy standards of the CCGPS (Common Core GPS Literacy Standards. Candidates must earn a minimum grade of B to receive credit for this course in the program of study.

Offered: Spring

ISCI 5530 - Integrated Physical Science I (3 credits)

The course focuses on the integration of inquiry, problem solving, content knowledge and pedagogical knowledge and skills to provide advanced candidates with multiple opportunities to develop, practice and apply these skills in the classroom. The course supports the exploration of basic concepts and processes in the physical sciences to develop deeper content knowledge for grades 4 - 8 teachers. Content knowledge development is strongly supported with grade appropriate laboratory activities. The course focuses on the knowledge and application of scientific processes and major concepts required for teaching physical science in the grades 4 – 8 classrooms, including matter and energy (motion, gravity, work, and forces). Laboratory activities are included that support appropriate grade level instruction. The content development is closely aligned to the current state and national standards (Georgia Performance Standards and Next Generation Science Standards) and integrates the literacy standards of the CCGPS (Common Core GPS Literacy Standards. Candidates must earn a minimum grade of B to receive credit for this course in the program of study.

Offered: Summer

ISCI 5531 - Integrated Physical Science II (3 credits)

The course focuses on the integration of inquiry, problem solving, content knowledge and pedagogical knowledge and skills to provide advanced candidates with multiple opportunities to develop, practice and apply these skills in the classroom. The course supports the exploration of basic concepts and processes in the physical sciences to develop deeper content knowledge for grades 4 - 8 teachers. Content knowledge development is strongly supported with grade appropriate laboratory activities. The course focuses on the knowledge and application of scientific processes and major concepts required for teaching physical science in the grades 4 – 8 classrooms, including waves, heat, light, sound, electricity and magnetism. Laboratory activities are included that support instruction, grades 4 – 8. The content development is closely aligned to the current state and national standards (Georgia Performance Standards and Next Generation Science Standards) and integrates the literacy standards of the CCGPS (Common Core GPS Literacy Standards. Candidates must earn a minimum grade of B to receive credit for this course in the program of study.

Offered: Fall

ISCI 5564 - Integrated Science Concepts (3 credits)

The course focuses on the understanding and application of scientific processes and major concepts required for teaching science in the elementary classrooms. It develops the advanced candidate's ability to integrate inquiry, problem solving, content knowledge and pedagogical knowledge and skills and provides advanced candidates with multiple opportunities to develop, practice and apply these skills in the classroom. The course supports the exploration of basic concepts and processes in the physical sciences to develop the elementary teachers' ability to apply scientific inquiry and problem solving to practical situations. Content knowledge development is strongly supported with grade appropriate laboratory activities. A strong emphasis is placed on integrating content areas in the elementary classroom. The content development is closely aligned to the current state and national standards (Georgia Performance Standards and Next Generation Science Standards) and integrates the literacy standards of the CCGPS (Common Core GPS Literacy Standards). Candidates must earn a minimum grade of B to receive credit for this course in the program of study.

Offered: Fall Summer

LOGM-Supply-Chain-Logistics-Mgmt**LOGM 6101 - Global Supply Chain Management (3 credits)**

This course presents the key concepts of supply chain management using the most successful supply chains around the globe. The course will place a special emphasis on the role of supply chain as a key strategic core competency. The course will include inventory management, forecasting and information systems. Prerequisite: ECON 3205

Offered: Fall

LOGM 6105 - Procurement and Contract Mgmt (3 credits)

This course covers the most important aspects of the procurement and sourcing options. The course describes the flow of sourcing and procurement decisions using illustrative examples and case studies. Prerequisite: MGMT 3106

Offered: Spring

LOGM 6111 - Anal Methods in Supply Chain (3 credits)

This course presents key analytical tools commonly used in the design and optimization of logistics systems. The course includes tools such as linear and

integer programming and simulation. Prerequisite: MGMT 3106.

Offered: Spring

LOGM 6113 - Advanced Quality Management (3 credits)

This hands-on course covers advanced Lean Six Sigma tools used to deliver high improvements to quality and profitability. The course uses a supply chain fictitious case study that illustrates the application of the tools. After completing the course, student will receive a Black Belt Lean Six Sigma Certification. Prerequisite: MGMT 6108

Offered: As needed

MATH - Mathematics**MATH 5011 - Found of Arithmetic/Teachr I (3 credits)**

Sets, whole numbers, fractions, elementary number theory, algorithms, elementary geometry and a study of the metric system. Designed for teachers of grades K-4.

Offered: As needed

MATH 5012 - Found of Arithmetic/Teachr II (3 credits)

Numeration systems, elementary number theory, rational numbers, real numbers, basic algorithms, graphs and measurements. For teachers of grades 4-8.

Offered: As needed

MATH 5110 - Algebraic Struct for Teachers (3 credits)

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

Offered: As needed

MATH 5111 - Theory of Numbers (3 credits)

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

Offered: As needed

MATH 5112 - Linear Algebra (3 credits)

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

Offered: As needed

MATH 5113 - Modern Algebra I (3 credits)

Groups, permutation groups, finite groups, group mappings, rings, ideals, quotient rings, fields, finite fields, polynomial rings, field extensions, vector spaces, algebra of linear transformations.

Prerequisite: Graduate standing.

Offered: Fall

MATH 5114 - Modern Algebra II (3 credits)

Groups, permutation groups, finite groups, group mappings, rings, ideals, quotient rings, fields, finite fields, polynomial rings, field extensions, vector spaces, algebra of linear transformations.

Prerequisite: MATH 5113.

Offered: Spring

MATH 5202 - Technology-Oriented Math (3 credits)

Applications of mathematical software and graphic calculators in doing and teaching mathematics.

Problem-solving and simulations using software such as Mathematics, Maple, Math Lab and statistical packages.

Offered: Summer

MATH 5211 - Fund Concept of Analysis I (3 credits)

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

Offered: Fall

MATH 5212 - Fund Conc of Analysis II (3 credits)

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 5211.

Offered: Spring

MATH 5213 - Complex Analysis (3 credits)

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

Offered: As needed

MATH 5214 - Differential Equations (3 credits)

Ordinary differential equations of first and higher order, solutions in series, Laplace transforms numerical solutions. Prerequisite: MATH 5211 or consent of instructor

Offered: As needed

MATH 5215 - Numerical Analysis (3 credits)

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

Offered: As needed

MATH 5311 - Geometry for Teachers (3 credits)

Points, lines, planes, parallel and perpendicular lines, congruence, similarity, measurement, constructions, space figures, analytical geometry and non-Euclidean Geometry. Prerequisite: Graduate standing. The candidate must earn a minimum grade of 'B' to receive credit on the program of study for this course.

Offered: Summer

MATH 5312 - Foundations of Geometry (3 credits)

Euclidean and non-Euclidean geometry, including incidence, order and the parallel postulate.

Prerequisite: Graduate standing

Offered: As needed

MATH 5313 - Modern Geometry (3 credits)

An algebraic approach to geometry using vectors and transformations. For secondary teachers. Prerequisite: MATH 5112 or consent of the instructor

Offered: As needed

MATH 5314 - Intro to Point Set Topology (3 credits)

Set theory, general topological spaces, product spaces, sequences, compactness, connectedness, metric spaces and Tychonoff theorem. Prerequisite: Graduate standing

Offered: As needed

MATH 5410 - Probability/Statistics for Tch (3 credits)

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

Offered: As needed

MATH 5412 - Methods of Statistical Analysis (3 credits)

Estimation and inference using basic probability distributions, analysis of variance, analysis of

covariance, regression, correlation and basic experimental design.

Offered: Summer

MATH 5414 - Intro to Operations Research (3 credits)

Linear programming, the simplex method, network theory, games theory, Markov analysis, other topics including inventory analysis and queuing theory.

Prerequisite: Graduate standing.

Offered: As needed

MATH 5511 - History of Mathematics (3 credits)

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.

Offered: Summer

MATH 5514 - Biostatistics I (3 credits)

This course offers an introduction to variety statistical tools with applications in public health, biomedicine, biological science and related fields. Topics include descriptive statistics, probability distributions, inferential statistics (estimation and hypothesis testing), nonparametric methods, linear regression, categorical data analysis, analysis of variance, and survival analysis.

Offered: As needed

MATH 5670 - Special Topics/Math Sciences (3 credits)

An exploration of special topics of current interest in the Mathematical sciences. Prerequisite: Consent of instructor.

Offered: As needed

MGED - Middle Grades Education

MGED 5520 - Language Arts Concept M/Child (3 credits)

This course focuses on the application of various concepts of language arts instruction for young adolescent students in the middle grades. The candidate must earn a minimum grade of 'B' to receive credit on the program of study for this course.

Offered: Fall

MGED 5530 - Math Concepts/Middle Childhd (3 credits)

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. The candidate

must earn a minimum grade of 'B' to receive credit on the program of study for this course.

Offered: Spring

MGED 5532 - Meth/Math & Materials/MGE (3 credits)

Instructional materials and evaluation in teaching mathematics in the middle school. The candidate must earn a minimum grade of 'B' to receive credit on the program of study for this course.

Offered: Fall

MGED 5540 - Curriculum Principles (3)

This course focuses on the language arts instructional program for early adolescent students

Offered: As needed

MGED 5541 - Middle School Curriculum (3 credits)

An integrated in-depth study of the middle grades children with particular reference to their unique characteristics and needs. Selected topics will cover the historical development of the middle school, program goals, principles of curriculum development, organizational design of the middle school, instructional strategies and multiple authentic assessments. The candidate must earn a minimum grade of 'B' to receive credit on the program of study for this course.

Offered: Fall

MGED 5572 - Methods & Materials/Science (3)

This course focuses on activities that 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. The candidate must earn a minimum grade of 'B' to receive credit on the program of study for this course.

Offered: As needed

MGED 5581 - Methods & Materials/Social Stu (3)

This course covers instructional procedures, materials, and evaluation in teaching social sciences. The candidate must earn a minimum grade of 'B' to receive credit on the program of study for this course.

Offered: As needed

MGHC - Management Health Care

MGHC 6000 - Quality Mgmt/Ldrshp Healthcare (3 credits)

This course examines the relationships between health care quality and organizational performance management. The student is introduced to the rationale for performance management. Prerequisite: ACCT 5200, ECON 5200 and (MGMT 5200; Offered: Fall

MGHC 6108 - Adv Health Policy/Legal Issues (3 credits)

This course is designed to familiarize students with basic legal issues involved in managing health care systems.

Offered: Spring

MGHC 6240 - Research Hlthcare/Evaluation (3 credits)

This course is designed to provide students with the technical skills in health services research including program evaluation. Emphasis will be on survey research methods and analytical epidemiology. Collection and analysis of health services data will be followed by an evaluative process for healthcare decision making. Prerequisite: MGHC 3220

Offered: Spring

MGHC 6300 - Health Information Systems (3 credits)

This course focuses on the critical role of e-health and information systems in the planning, operation, and management of health care organizations. Topics addressed include the design, analysis, selection, implementation, operation and evaluation of health information systems in a variety of settings such as health centers, hospitals and medical practices.

Offered: Summer

MGMT - Management

MGMT 6105 - Legal Environment of Business (3 credits)

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. Prerequisite: None

Offered: Spring

MGMT 6108 - Quantitative methods for Mgrs (3 credits)

This course introduces students to the major quantitative techniques used in management decision making. Topics include deterministic and probability models, decision theory, game theory, linear programming, production planning, operating technology, simulation, dynamic programming and advanced applications of statistics. Computer applications are emphasized. Prerequisite: MGMT 3205 or equivalent.

Offered: Spring

MGMT 6110 - Organizational Behavior (3 credits)

This course enhances understanding of all aspects of behavior in organizational settings through the systematic study of individual, group and organizational process. 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. Prerequisite: MGMT 4110 or equivalent

Offered: Fall

MGMT 6120 - Leadership (3 credits)

This course provides students with a theory-based, integrative and practical view of leadership. Contemporary debates and controversies within the field of leadership are presented, emphasizing integration of theory and practice with a cross-cultural perspective. Prerequisite: None

Offered: Fall

MGMT 6125 - Human Resource Mgmt (3 credits)

This subject 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.

Offered: Summer

MGMT 6127 - Small Bus Mgt & Innovations (3 credits)

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

Offered: Summer

MGMT 6199 - Bus Pol & Strategic Mgmt Pol (3 credits)

This course can only be taken after completion of at least 18 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.

Prerequisites: Must have completed ACCT 6101, ECON 6106, MGMT 6110, FINC 6101, MGMT 6108 and MKTG 6170.

Offered: Fall Spring

MGMT 6205 - Management Info Systems (3 credits)

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. Prerequisite: MGMT 4205 or equivalent.

Offered: As needed

MKTG - Marketing**MKTG 6170 - Marketing Management (3 credits)**

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.

Offered: Fall

MUSC - Music**MUSC 5000 - Graduate Sec Applied Inst/Voic (1 credits)**

Techniques and materials for advanced group study of wind instruments.

Offered: As needed

NURS - Nursing**NURS 5100 - Adv Health Assessment (3 credits)**

This online course includes the processes, techniques, and skills of advanced health assessment, building on basic and experiential knowledge of assessment. It is intended to provide the basis for individual student development of expertise in assessing health and illness states. Focus is on didactic and clinical content that the advanced practice nurse utilizes when assessing clients. The processes of systematic assessment, which include communication and planning skills, are emphasized. Clinical judgment, diagnostic and monitoring skills and teaching are integrated as components of assessment.

Offered: Spring, Summer

NURS 5111 - Nursing Theory Development (3 credits)

This course explores theoretical assumptions and conceptual models related to nursing practice, nursing research and nursing education. Other nursing, social, behavioral, and natural science theories are also discussed. This course provides an introduction to conceptual and theoretical thinking. Students will examine knowledge development in nursing, conceptual structures, and their uses as a basis for nursing practice and research.

Offered: Fall, Summer

NURS 5120 - Advanced Nursing Research (3 credits)

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: NURS 5111, Admission to Graduate Nursing Program or Approval of Graduate Nursing Program Coordinator. Corequisite: NURS 5111.

Offered: Fall, Spring

NURS 5210 - Adv Pathophysiology (3 credits)

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. Prerequisites: Admission to Graduate Nursing Program.

Offered: Fall

NURS 5220 - Family Diver/Vulnerable Comm (2 credits)

The students apply concepts, theories, and methodologies of transcultural nursing to clients of

diverse populations. Pre-Requisite: Admission to Graduate Nursing Program

Offered: Spring

NURS 5410 - Intro to Family Primary Care (4 credits)

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. Pre-Requisites: NURS 5100, Admission to Family Nurse Practitioner Track.

Offered: Fall

NURS 5421 - Primary Care of Children (5 credits)

The purpose of this course is to present the theoretical and clinical basis for advanced health promotion and disease prevention for children, adolescents, and their families. Content will include health maintenance, health teaching, behavioral/developmental issues, counseling, and advanced nursing management of well child health and selected common childhood illnesses. The focus is on comprehensive care for well child health maintenance and selected illnesses. Attention is directed toward the care needed to meet the health objectives for children, adolescents and families in Healthy People 2010 consistent with accepted national guidelines. Clinical experiences will provide opportunity for testing and integrating of theory in practice and development of relationships with other health care providers. Clinical experiences will occur in a variety of settings with emphasis on rural and urban underserved children, adolescents and families.

Offered: Spring

NURS 5621 - Adv Practice Nursing I (5 credits)

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. Prerequisite: NURS 5210.

Offered: Spring semester of even years

NURS 5910 - Pharmacology in Adv Practice (3 credits)

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. Pre-Requisites: Admission to Graduate Nursing Program or Approval of Graduate Nursing Coordinator

Offered: Fall

NURS 5950 - Curriculum Development in Nurs (3 credits)

This course, designed to prepare the nurse educator for a role in curriculum development will explore putting together a nursing educational curriculum from planning to evaluation. Pre-Requisite: Approval of Graduate Nursing Program Coordinator

Offered: Fall semester of even years

NURS 6000 - Directed Study (3 - 6 credits)

Directed Study 1.000 to 6.000 Credits Independent exploration of a topic from a nursing practice, education, or administration perspective. Pre-Requisite: Approval of Graduate Nursing Program Coordinator

Offered: As needed

NURS 6001 - Instructional Strat & Evaluat (3 credits)

This course focuses on the implementation of various teaching strategies and the measurement of learning outcomes.

Offered: Spring semester of odd years

NURS 6101 - Primary Care of Women (4 credits)

This course focuses on the implementation of various teaching strategies and the measurement of learning outcomes. Pre-Requisites: Admission to Graduate Nursing Program or Approval of Graduate Nursing Program Coordinator. Prerequisite: NURS 5410.

Offered: Summer

NURS 6211 - Primary Care of Adults (5 credits)

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. Pre-Requisites: NURS 6101

Offered: Fall

NURS 6310 - Pri Care Iss/Health Prom/Comm (2 credits)

This seminar focuses on care needed to meet the needs of clients with sensitivity to community and cultural differences.

Offered: Fall

NURS 6620 - Advanced Teaching Practicum (3 credits)

This practicum is designed to foster the student's development and competency as an educator. The

focus of the experience is the application of curricula and learning theories to instructional design for nursing education. The practicum consists of experiences in both classroom and clinical teaching under the supervision of a senior faculty. The experiences are designed to provide an opportunity for the student to experience a career in the academic world of higher education.

Offered: Spring semester of even years

NURS 6622 - Adv Practice Nursing II (5 credits)

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 Nursing.

Offered: Fall semester odd years

NURS 6820 - Family Nurse Pract. Practicum (4 credits)

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. Pre-Requisites: Completion of all coursework

Offered: Spring

NURS 6920 - Thesis/Scholarly Project (3 credits)

Research methodologies are used to investigate a nursing problem. Satisfactory completion of a thesis or research project is required. The student may choose to develop the proposal from NURS 5120 for the research activities for this course. Prerequisite: NURS 5120.

Offered: Fall, Spring, Summer

PADM - Public Administration

PADM 5011 - Public Admin Scope/Dev/Eth Env (3 credits)

This is an introductory Public Administration course and it is expected to provide students with a broad based understanding of the field of Public Administration as a discipline and as a profession. Students will examine the historical and current perspectives and become familiar with practitioners in the field. This course is also designed to introduce the students to various issues concerning public administration ethics theory and how they apply to public managers, the polemics that abound, and suggestions that have been made for improving the bureaucratic environment. Upon completing the course, the students should be in a position to make

sense out of the various seemingly unethical activities of public managers. The student should also be able to debate the many approaches to public administration law and ethics.

Offered: Fall Spring Summer

PADM 5126 - Organization Theory (3 credits)

This course is designed to introduce students to the complexities of managing people and understanding their behavior within organizations. To that end, it will examine the organizational dynamics in modern organizations, the evolution of organizational theories from the classic to the contemporary, the linkages and relationships between organizations and the behavior of human beings in organizational environments.

Offered: Fall Spring Summer

PADM 5200 - The Administrative State (3 credits)

This course is an overview of public administration in relation to legislative, executive and judicial processes.

Offered: As needed

PADM 5202 - Administrative Law (3 credits)

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

Offered: Fall Spring

PADM 5213 Legal Enviro. of Public HR Mgm (3 credits)

This course examines the relationship between the law and the work environment with particular emphasis on the rights and protections that are provided to employees under the law as well as the court decisions that have impacted the rights and liberties of public and nonprofit sector employees.

Offered: Fall, Spring

PADM 5262 - Public Human Resources Management (3 credits)

This course will help students to understand the historical, political, economic, social, legal and organizational contexts in which human resource management occurs in the public sector. It will also focus on the acquisition of skills, knowledge and abilities needed to execute HR functions including, but not limited to, recruitment, selection, strategic planning, compensation, training, professional development and sanctions.

Offered: Fall, Spring, Summer

PADM 5300 - Adm of Nonprft Organ (3 credits)

This course will provide theoretical and application understanding of the operation of corporations in the nonprofit sector. It is designed to equip students with knowledge and skills of basic methods used to lead and manage such organizations and successfully navigate the political, financial, ethical and social challenges of this sector.

Offered: Fall, Spring

PADM 5302 - Public Budgeting & Financial M (3 credits)

This course focuses on the allocation of limited resources to address the problems that governments and other public organizations face. To that end, it will examine public budgeting processes and public financial management approaches. Emphasis is placed on the budget cycle, federal budget practices and procedures, unified budgets, national income accounts, executive and legislative roles in the budget process, Government Accounting, Financial Reporting, Government Auditing, Capital Planning and Budgeting, Capital project Analysis and Asset Management

Offered: Fall, Spring, Summer

PADM 5321 - Foundations of Health Care Fin (3 credits)

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

Offered: Fall, Spring

PADM 5322 - Found of Publ Hlth Admin (3 credits)

This course will provide a comprehensive introduction and overview of public health management and administration.

Offered: Fall, Spring

PADM 5324 - Epidem: Concepts & Meth (3 credits)

This introductory course will provide a comprehensive introduction to the basic definitions, concepts, principles and methods of population-based epidemiologic research.

Offered: Fall, Spring

PADM 5451 - Labor Management Relations (3 credits)

This course focuses on the history and contemporary relations between labor and management, as well as the laws and practices impacting collective

bargaining in the public sector. It also examines, within the context of current labor management relations, those issues that may affect workforce planning and development and organizational effectiveness.

Offered: Summer

PADM 5501 - Management Information Systems (3 credits)

The course introduces students to computer applications and information system tools for effectively managing large amounts of data in public sector organizations. The course also introduces concepts and theories of management information systems (knowledge management). Various practices in government organizations, as well as related issues, problems, and trends.

Offered: Fall Spring Summer

PADM 5502 - Res Design & Data Analysis (3 credits)

This course is designed to acquaint students with the assumptions, concepts, and methods for quantitative and qualitative scientific inquiry and basic data analysis techniques useful in public administration and nonprofit management research.

Offered: Fall, Spring, Summer

PADM 5511 - Directed INd Policy Studies (3 credits)

This course allows students to pursue specialized interests in policy studies.

Offered: Fall, Spring

PADM 5530 - Independent Study (3 credits)

This course allows students to complete independent, supervised readings and research on a pre-selected topic and present a final paper to the instructor. Students will also complete 10 page annotated bibliographies on their area of interests and complete a state or federal agency profile.

Offered: As needed

PADM 5551 - Diver Mgmt in Publ Org (3 credits)

The course will provide a broad-based perspective of diversity management in the workplace. It will examine the contemporary workforce which represents multiple differences, including for example, gender, race, culture, ethnicity, age, alternate lifestyles and physical/mental abilities.

Offered: Fall, Spring

PADM 5600 - Issues on Hum Resource Mgm (3 credits)

The course examines issues in managing public human resources.

Offered: Fall, Spring

PADM 5616 - Human Capital Dev. & Mgmt. (3 credits)

In this course we will study the choices individuals make regarding the development of their human capital, the relation between human capital and wages, and the impact of human capital on organization performance as well as implications for economy wide performance.

Offered: As needed

PADM 5635 - Intro to Comm & Econ Dev (3 credits)

This course examines the skills, knowledge, abilities and other characteristics that constitute the concept of human capital and how they impact organizational performance. Based on those attributes, the course addresses issues of strategic human resource planning, strategic human resources management, succession planning as well as the planning tools, techniques and methods for proper human capital management.

Offered: Spring

PADM 5650 - Exec. Leadership: Prin of PADM (3 credits)

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.

Offered: Fall, Spring

PADM 5710 - Grantsmanship for Publ Admin (3 credits)

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

Offered: As needed

PADM 5720 - Cont Issues in PADM (3 credits)

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 addressed.

Prerequisite: 9 semester hours of public administration courses or consent of the instructor.

Offered: Fall, Spring

PADM 5781 - Introduction to Public Policy (3 credits)

The course emphasizes the nature and definition of public policy, the structure in which public policy is produced and how various kinds of public policy are made.

Offered: Fall, Spring, Summer

PADM 5791 - HealthCare Policy and Politics (3 credits)

This course deals with contemporary health-care policies and politics. The course includes discussions of the current crisis in health costs and proposed solutions.

Offered: Fall, Spring

PADM 5802 - Public Policy Analysis (3 credits)

The course focuses on the forces that shape the direction of public policy and the mechanics through which public policy is formulated

Offered: Fall, Spring

PADM 5810 - Intergov Relations (3 credits)

Emphasizes the issues and problems involved in the relationships among federal, state and local governments.

Offered: Fall, Spring

PADM 5815 - Int'l & Comp Publ Policy (3 credits)

This course introduces students to the comparative study of public policy and political institutions and acquaints them with a select number of foreign political systems. Through lectures, case studies, and reading assignments, students are exposed to the structural- functional approach to comparative political analysis. At the conclusion of the course, students should be familiar with the conceptual tools for comparative political analysis and have a working knowledge of political institutions.

Offered: As needed

PADM 5823 - Prgm Dev, Mgmt Eval (3 credits)

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.

Offered: Summer

PADM 5831 - Urban & Rural Comm Plan (3 credits)

This course is a survey of 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.

Offered: Fall, Spring

PADM 5850 - Comm Dev Theory & Pract (3 credits)

This course explores principles and techniques of local community development. It explores theories of local community development, addresses neighborhood needs and impacts of local policies and programs.

Offered: As needed

PADM 5851 - Prof Publ Serv Intern/Proj (3 credits)

This practicum includes a final professional project in which the student will design, conduct, analyze and report on a project completed during his/her professional service internship.

Offered: Fall, Spring

PADM 5852 - Hlth Care Delivery for Spc Grp (3 credits)

This course is designed to provide the students 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.

Offered: As needed

PADM 5860 - Eco Dev Theory & Pract. (3 credits)

Explores theories of local economic development and addresses the dilemmas contemporary communities face.

Offered: As needed

PADM 5872 - Exec Policy Making (3 credits)

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

Offered: As needed

PADM 5907 - Capstone Report (3 credits)

This course requires students to complete a written practitioner-based report on a case study that demonstrates their mastery of the material presented in the core courses of the MPA program. The case study must be supported by scholarly literature and

students will have to orally defend it to demonstrate their mastery of the chosen subject matter. The capstone report serves as an exit process component designed to assess students' knowledge and skills obtained in these academic courses, competency in critical thinking, and written and oral communication skills.

Offered: Fall, Spring

PEDH - Physical Education**PEDH 5520 - Foundation & Trends in Phys Ed (3 credits)**

Study of the historical, psychological, sociological, anatomical and physiological foundations of education as they relate physical education and program design.

Offered: As needed

PEDH 5522 - Cultural Aspects of Sports (3 credits)

Study of the social nature of sports and its relationship to leisure and culture.

Offered: As needed

PEDH 5527 - Motor Learning (3)

Study of the laws of learning as they relate to the acquisition of motor skills.

Offered: As needed

PEDH 5528 - Psychology of Phys Activity (3)

An analysis of psychological principles underlying the teaching and performance of sport and physical activity.

Offered: As needed

PEDH 5536 - Facilities & Equipment (3)

Study of the planning, equipping and utilization of a health education facility.

Offered: As needed

PEDH 5541 - Hlth & Phy Ed for the Yng Chld (3)

Advanced course which investigates the importance of functional movement in early childhood. Experiences in movement education and health-oriented topics will be provided.

Offered: As needed

PEDH 5550 - Physiology of Fitness (3 credits)

Study of the effects of muscular activity, work energy, mechanical efficiency, fatigue and training and physiological tests of fitness.

Offered: As needed

PEDH 5551 - Mech Analysis of Human Motion (3 credits)

Study of the anatomical and mechanical fundamentals of human motion with special application to physical education activities.

Offered: As needed

PEDH 5555 - Measurement in Phys Edu (3)

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.

Offered: As needed

PEDH 5565 - Phys Edu&the Handicappedchild (3)

Study of motor pattern development for individuals demonstrating specific handicaps including neurological, visual, auditory, speech and orthopedic deviations.

Offered: As needed

PEDH 5581 - Dir Read&Research in Phys Edu (3 credits)

Designed to assist the student in exploring specific areas of interest.

Offered: As needed

PEDH 5583 - Research Design (3 credits)

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

Offered: As needed

PEDH 5596 - Seminar I (Analysis) (3 credits)

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.

Offered: As needed

PEDH 5599 - Master's Thesis (3 credits)

Independent research done by the student.

Offered: As needed

PHYS - Physics**PHYS 5410 - Physics for Secondary Teachers (3 credits)**

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.

Offered: As needed

PHYS 5420L - Physical Science Laboratory II (0 - 3 credits)

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.

Offered: As needed

PHYS 5500 - Earth Science (3 credits)

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.

Offered: As needed

PHYS 5501 - Foundations of Phy Science (3 credits)

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.

Offered: As needed

PHYS 5530 - Introductory Phy Science (3 credits)

This course is designed to prepare students to learn introductory physical science (IPS) 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 I.P.S.

Offered: As needed

PHYS 5531 - Introductory to Phy Science (3 credits)

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 I.P.S.

Offered: As needed

PHYS 5547 - Intro to Oceanography (3 credits)

This course emphasizes physical, chemical, geologic and biologic characteristics of the oceans and the interaction between hydrosphere, atmosphere and biosphere.

Offered: As needed

PHYS 5549 - Weather and Climate (3 credits)

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.

Offered: As needed

PHYS 5550 - Earth Science (3)

This course will emphasize derivation and solution of partial differential equations of physics, wave equation and Laplace's equation, Schroedinger'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.

Offered: As needed

PHYS 5551 - Mathematics of Physics I (3 credits)

This course will emphasize algebra of vectors, vector calculus, divergence, gradient, curl, line integrals, surface integrals, divergence of the theorem of Gauss, Stokes' theorem, conservative fields, orthogonal curvilinear coordinates, matrices and eigenvalue problems.

Offered: As needed

PHYS 5552 - Mathematics of Physics II (3 credits)

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-Louisville system, complex analysis and integration will be considered, also.

Offered: As needed

PHYS 5564 - Science Concepts (3 credits)

Focus on the understanding and application of scientific processes and major concepts relevant to the teaching of middle childhood science.

Offered: As needed

PHYS 5645 - Physics for Secondary Sch Teac (3 credits)

This course is designed to both refresh and enlarge the high school teacher's knowledge of general physics.

Offered: As needed

PHYS 5646 - Modern Phys for Secon Teach I (3 credits)

This course is designed to provide students an introduction to special relativity, quantum mechanics and atomic structure. Prerequisite: General Physics.

Offered: As needed

PHYS 5647 - Modern Phys for Secon Teach II (3 credits)

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.

Offered: As needed

PHYS 5660 - Classical Mechanics I (3 credits)

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.

Offered: As needed

PHYS 5661 - Classical Mechanics II (3 credits)

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

Offered: As needed

PHYS 5670 - Electricity and Magnetism I (3 credits)

This course will emphasize electrostatics, steady currents and the magnetic properties of matter.

Offered: As needed

PHYS 5671 - Electricity and Magnetism II (3 credits)

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..

Offered: As needed

PHYS 5681 - Intro to Quantum Mechanics (3 credits)

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.

Offered: As needed

PHYS 5685 - Seminar in the Teaching Physics (3 credits)

This course will emphasize methods of teaching physics stressing the planning of curricula and laboratory programs.

Offered: As needed

PHYS 6150 - Intro to Quantum Mechanics (3 credits)

Introductory course which satisfies the general education requirement in American Government. It also address the state legislative requirement which dictates that students demonstrate proficiency in understanding the constitutions, principles and institutions of the United States and the State of Georgia.

Offered: As needed

PHYS 6210 - Seminar in the Teaching Physic (3 credits)

A survey of different areas of political science, basic concepts and approaches to the study of Political Science, the nature of the state, government and law in society.

Offered: As needed

PSYC - Psychology**PSYC 5509 - Into to Behavior Modification (3 credits)**

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.

Offered: As needed

PSYC 5515 - Educational Psychology (3 credits)

Introduction to the application of psychological theory of educational problems, including the methods of learning and instruction. (This course is a prerequisite for advanced courses in related areas.)

Offered: Spring

PSYC 5520 - Developmental Psychology (3 credits)

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.)

Offered: As needed

PSYC 5529 - Developmental Psychology (3)

A study of various theories of learning using tapes, film, lectures, and class discussion.

Offered: As needed

PSYC 5530 - Adolescent Psychology (3 credits)

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.

Offered: As needed

PSYC 5550 - Theories of Learning (3 credits)

A study of the various theories of learning using tapes, film, lectures, and class discussion.

Offered: As needed

PSYC 5552 - Conditional of Learning (3)

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

Offered: As needed

PSYC 5555 - Conditions of Learning (3 credits)

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.

Offered: As needed

SOWK - Social Work**SOWK 6011 - Social Welfare Policies & Prog (3 credits)**

Examines the history and current structures of social policies and services, the role of policy in service delivery and the role of practice in policy development. Cr. 3. Prerequisites: Admission to graduate school or the permission of the instructor.

Offered: Fall, Summer

SOWK 6020 - Achieving Justice Diverse Wrld (3 credits)

Historical, political and socio-economic forces that maintain oppressive values, attitudes, and behaviors

in society are examined. Prerequisites: Admission to graduate school or the permission of the instructor

Offered: Fall, Summer

SOWK 6021 - Hum Behav/Social Environment (3 credits)

Lays the theoretical groundwork for social work practice with individuals over the lifespan.

Prerequisites: Admission to graduate school or the permission of the instructor.

Offered: Fall

SOWK 6031 - Direct Practice Methods (3 credits)

Provides students with the knowledge, values and skills to engage, assess, intervene and evaluate individuals. Prerequisites: Admission to the MSW Program and completion of, or concurrent enrollment in, SOWK 6021.

Offered: Fall

SOWK 6032 - Theory/Pract Families/Groups (3 credits)

Provides students with the knowledge, values and skills to engage, assess, intervene and evaluate families and groups. Prerequisites: Admission to the MSW Program and completion or concurrent enrollment in SOWK 6021.

Offered: Spring

SOWK 6033 - Theory/Pract Comm/Organization (3 credits)

Provides students with the knowledge, values and skills to engage, assess, intervene and evaluate communities and organizations. Prerequisites: Admission to the MSW Program and completion or concurrent enrollment in SOWK 6021.

Offered: Spring

SOWK 6041 - Research in Social Work (3 credits)

Provides students with the knowledge, values and skills to employ evidence-based interventions to evaluate practice. Prerequisites: Admission to graduate school or consent of the instructor.

Offered: Spring

SOWK 6051 - Foundation Field Seminar I (1 credit)

Connects the theoretical and conceptual contribution of the classroom with the practical world of the field practice setting. Prerequisites: Concurrent enrollment in SOWK 6055: Foundation Field Experience I.

Offered: Fall

SOWK 6052 - Foundation Field Seminar II (1 credit)

Connects the theoretical and conceptual contribution of the classroom with the practical world of the field practice setting. Prerequisites: Concurrent enrollment in SOWK 6056: Foundation Field Experience II.

Offered: Spring

SOWK 6053 - Foundation Field Seminar I and II (2 credits)

Connects the theoretical and conceptual contribution of the classroom with the practical world of the field practice setting. Prerequisites: Concurrent enrollment in SOWK 6057: Foundation Field Experience II.

Offered: Summer.

SOWK 6055 - Foundation Field Experience I (3 credits)

MSW-supervised field experience of 225 clock hours. Prerequisites: Admission to the MSW program, successful completion of or concurrent enrollment in first year foundation coursework, concurrent enrollment in SOWK 6051: Foundation Field Seminar I, and written consent of the MSW Field Director.

Offered: Fall

SOWK 6056 - Foundation Field Experience II (3 credits)

MSW-supervised field experience of 225 clock hours. Prerequisites: Admission to the MSW program, successful completion of first semester foundation coursework, completion of or concurrent enrollment in second semester foundation coursework, concurrent enrollment in SOWK 6052, and consent of MSW Field Director.

Offered: Spring

SOWK 6057 - Foundation Field Experience I and II (6 credits)

MSW-supervised field experience of 450 clock hours. Prerequisites: Admission to the MSW program, successful completion of first semester foundation coursework, completion of or concurrent enrollment in second semester foundation coursework, concurrent enrollment in SOWK 6032, 6033, 6041; concurrent enrollment in SOWK 6052, and consent of MSW Field Coordinator.

Offered: Summer

SOWK 6130 - School Social Work (3 credits)

Overview of the various social work related theoretical perspectives, models, and programs for intervention with children and their families in school

settings. Prerequisites: Graduate admission; admission to the MSW program or consent of the instructor.

Offered: Fall Spring Summer

SOWK 6131 - Family Violence Across Lifespa (3 credits)

Examines the various forms of violence in families, including intimate partner abuse, child abuse and elder abuse. Prerequisites: Graduate admission; admission to the MSW program or consent of the instructor.

Offered: Spring

SOWK 6132 - Grief/Loss in Soc Wrk Practice (3 credits)

This elective course examines theories and interventions related to grief and loss. Prerequisites: Graduate admission; admission to the MSW program or consent of the instructor.

Offered: Fall, Spring, Summer

SOWK 6133 - Soc Wrk Prac w/Older Adults (3 credits)

Examines the development stages of later adulthood, the aging process and best practices in meeting the needs of older adults. Prerequisites: Graduate admission; admission to the MSW program or consent of the instructor.

Offered: Fall, Spring, Summer

SOWK 6134 - Special Topics in Social Work (3 credits)

Topics vary from semester to semester depending on the needs and interest of the students and the southwest Georgia service area. Prerequisites: Graduate admission; admission to the MSW program or consent of the instructor.

Offered: Fall, Spring, Summer

SOWK 7010 - Ethic Decis Making in Sowk Pra (3)

This course assists students acquire the knowledge base for identifying ethical issues and the skills necessary to resolve ethical dilemmas.

Offered: Fall, Spring, Summer

SOWK 7011 - Legal/Ethical Iss Chld/Fam Pol (3 credits)

Critical examination of current and proposed policies impacting children, vulnerable adults and families over the lifespan. Prerequisites: Successful completion of all foundation year coursework or consent of instructor.

Offered: Spring, Summer

SOWK 7021 - Family Dynam Through Life Cycl (3 credits)

Provides the advanced theoretical bases for understanding complex family processes over the lifespan. Prerequisites: Successful completion of all foundation year coursework or consent of instructor.

Offered: Fall, Summer

SOWK 7031 - Assessment/Pract w/Child/Adole (3 credits)

Examination of theories of childhood and adolescent development, methods of assessment, and the facilitation of change. Prerequisites: Successful completion of all foundation year coursework and completion of, or concurrent enrollment in SOWK 7021.

Offered: Fall

SOWK 7032 - Assessment and Practice w/Fami (3 credits)

Focuses on engagement, assessment, planning, and service provision to families. Prerequisites: Successful completion of all foundation year coursework and completion of, or concurrent enrollment in, SOWK 7021.

Offered: Spring

SOWK 7033 - Assess/Pract Vulnerable Adults (3 credits)

Focuses on engagement, assessment and service provision with vulnerable adults. Prerequisites: Successful completion of all foundation year coursework and completion of, or concurrent enrollment in, SOWK 7021.

Offered: Spring

SOWK 7041 - Evaluation Practice Child/Fami (3 credits)

Applying research knowledge and skill in social service programs for children and families over the lifespan. Prerequisites: Successful completion of all foundation year coursework or consent of instructor.

Offered: Fall

SOWK 7051 - Advanced Field Seminar I (1 credit)

Opportunity to connect advanced coursework to social work practice with vulnerable children, families and adults in the field. Prerequisites: Concurrent enrollment in SOWK 7055: Advanced Field Experience I.

Offered: Fall

SOWK 7052 - Advanced Field Seminar II (1 credits)

Continued opportunities to connect advanced coursework to social work practice with vulnerable children, families and adults in the field.

Prerequisites: Concurrent enrollment in SOWK 7056: Advanced Field Experience II.

Offered: Spring

SOWK 7053 - Advanced Field Seminar I and II (2 credits)

Continued opportunities to connect advanced coursework to social work practice with vulnerable children, families and adults in the field.

Prerequisites: Concurrent enrollment in SOWK 7056: Advanced Field Experience II.

Offered: Fall, Summer

SOWK 7055 - Advanced Field Experience I (3 credits)

Advanced MSW-supervised placement of 225 clock hours. Prerequisites: Completion of all foundation year course requirements, concurrent enrollment in SOWK 7021, SOWK 7031, SOWK 7041, SOWK 7051, and written consent of the MSW-Field Director.

Offered: Fall

SOWK 7056 - Advanced Field Experience II (3 credits)

Advanced MSW-supervised placement of 225 clock hours. Prerequisites: Completion of all first seminar advanced coursework, SOWK 7031, SOWK 7033, SOWK 7011, concurrent enrollment in SOWK 7052, and written consent of the MSW Field Director.

Offered: Spring

SOWK 7057 - Advanced Field Experience I & II (6 credits)

Advanced MSW-supervised placement of 450 clock hours. Prerequisites: Completion of all first seminar advanced coursework, SOWK 7032, SOWK 7033, SOWK 7011, concurrent enrollment in SOWK 7053, and written consent of the MSW Field Coordinator.

Offered: Summer

SOWK 7130 - Soc Work Prac Abus/Neglect Fam (3 credits)

Examines the historical, legal and best social work practices with abusing and neglecting families.

Prerequisites: Successful completion of all MSW foundation year coursework.

Offered: Fall, Spring, Summer

SOWK 7131 - Psychopathology/Psychopharmacology (3 credits)

Prepares social workers to understand the medical model of mental health practice (e.g., DSM IV, mental health diagnosis, psychiatric treatment, medications, etc.). Prerequisites: Admission to the MSW programs or consent of the instructor.

Offered: Fall, Spring, Summer

SOWK 7132 - Social Work with Groups (3 credits)

Knowledge, values and empirically-supported practice skills for competent group work with diverse children, adolescents and families. Prerequisites: Successful completion of all MSW foundation year course work.

Offered: Fall, Spring, Summer

SOWK 7133 - Behav Methods Soc Wrk Practice (3 credits)

Examines the practices in behavioral interventions in a variety of settings. Prerequisites: Successful completion of all MSW foundation year course work.

Offered: Fall, Spring, Summer

SOWK 7134 - Soc Wrk Prac Substance Abuse Fam (3 credits)

Provides theories and methods in the assessment, prevention, intervention and rehabilitation of substance abusers and their family members. Prerequisites: Successful completion of all MSW foundation year course work.

Offered: Fall, Spring, Summer

SOWK 7135 - Soc Wrk Prac/Military Families (3 credits)

Evidence-based theories and methods in the assessment, prevention, intervention and rehabilitation with military veterans and their families. Prerequisites: Successful completion of all MSW foundation year course work.

Offered: Fall, Spring, Summer

SOWK 7136 - Case Management (3 credits)

Provides knowledge regarding the historical development, processes and models for case management in the social services. Prerequisites: Successful completion of all MSW foundation year coursework.

Offered: Fall, Spring, Summer

SOWK 7137 - Crisis Intervention (3 credits)

Examination of the impact of specific crises on individuals and families such as life-threatening

illness, trauma, physical and mental disability, and death. Prerequisites: Successful completion of all MSW foundation year course work.

Offered: Fall, Spring, Summer

SOWK 7138 - Supervision in the Social Scie (3 credits)

Provides the knowledge, values and skills necessary to provide competent supervision in social service organizations. Prerequisites: Successful completion of all MSW foundation year coursework

Offered: Summer

SOWK 7139 - Special Topics in Social Work (3 - 6 credits)

A variable content elective graduate course focusing on selected topics in social work and social welfare. Prerequisites: Admission to the MSW program and consent of the instructor.

Offered: Fall, Spring, Summer

SOWK 7141 - Directed Independent Study (3 - 6 credits)

An individualized research study of a social work issue conducted under the direction and supervision of graduate faculty. Prerequisites: Admission to the MSW program, written consent of the sponsoring faculty member, and written consent of the MSW Program Director.

Offered: Fall, Spring, Summer

SOWK 7155 - Field Experience Elective I (1 credit)

Requires 75 clock hours of elective field work in an approved MSW-supervised social work setting. Prerequisites: Admission to the MSW program and written consent of the MSW Field Director.

Offered: Fall, Spring

SOWK 7156 - Field Experience Elective II (2 credits)

Requires 150 clock hours of elective field work in an approved MSW-supervised social work setting. Prerequisites: Admission to the MSW program and written consent of the MSW Field Director.

Offered: Fall, Spring

SOWK 7157 - Field Experience Elective II (3 credits)

Requires 225 clock hours of elective field work in an approved MSW-supervised social work setting. Prerequisites: Admission to the MSW program and written consent of the MSW Field Director.

Offered: Fall, Spring

SOWK 7400 - Policy in Rural Areas (3 credits)

An introductory Spanish course designed to give essential survival vocabulary interspersed with cultural information and written and oral proficiency skills in the target language. Laboratory requirement.

Offered: Fall, Spring, Summer

SPED - Special Education

SPED 5501 - Exceptional Children (3 credits)

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.

Offered: Fall, Summer

SPED 5510 - Characteristics & Instructional Strategies for Teaching Mildly Disabled (3 credits)

A study of the commonality of characteristics leading to the identification, placement, and service delivery models for children/youth with mild disabilities and strategies to address identified needs of this student population. Emphasis will be placed on the guiding principles, implementation, and evaluative criteria for the inclusion of systematic instruction, task analysis, and behavioral management of children/youth with mild learning and behavioral problems.

Offered: Fall

SPED 5516 - Nature & Charac of Gifted (3 credits)

GIFT 5516 has been designed as one semester introduction to and overview of the field of gifted education. Topics include: theoretical and historical contexts; characteristics of gifted learners; influences on gifted learners (family, community, culture, etc.); identification of gifted, talented and creative learners; instructional models and practices; legislation and policy guidelines; and current issues in the field. This course will has been designed as a "hybrid" course involving both face to face (f2f) and online instructional activities, including: lecture, small large group discussion, student presentations, expert presentations, and various types of "observations" of gifted learners and learning environments.

Offered: Spring

SPED 5529 - Instr Methods in Gifted Edu (3 credits)

This Course explores concepts, strategies, methods, and techniques of teaching the gifted student. Opportunities are provided for development of strategies based on principles of gifted education.

Special emphasis will be devoted to selection of strategies for the development of creativity.

Offered: Summer

SPED 5536 - Curriculum for Gifted Edu (3 credits)

The course explores how appropriate curricula for the gifted is a response to the cognitive and affective needs which may be unique to gifted learners as well as those they share with their peers. Participants will examine modifications in the content, process, product, affect, and learning environment of classroom and curricula as they relate to gifted learners. They will gain experience in developing concept-based, open-ended, flexibly paced curriculum that can be implemented in the classroom immediately

Offered: Summer

SPED 5542 - Beh Mod for Sped Students (3 credits)

Application of behavior modification principles and behavior analysis in both general and special education classrooms.

Offered: Fall

SPED 5545 - Edu Assess of Excep Children (3 credits)

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.

Offered: Spring

SPED 5547 - Behavior Management of Exceptional Children (3 credits)

An eclectic approach to behavior management. Affective psychodynamic techniques, ecological and environmental arrangements and behavior modification principles and the primary theoretical systems that are explored.

Offered: Summer

SPED 5563 - Issues in Interr Spec Educatio (3 credits)

Focuses on the current trends and issues affecting special educators. Objectives for the teacher competency tests in special education are addresses and studied.

Offered: Spring

SPED 5570 - Practicum in Inter Special Ed (3 credits)

Field-based experiences provide an opportunity for extensive training and application of knowledge with exceptional children and youth in the areas of mild intellectual disabilities, behavior disorders and specific learning disabilities.

Offered: Fall Spring

SPED 5590 - Clinical Teach Reading/Math (3 credits)

A study of specialized reading and math techniques and strategies for use with students with learning disorders includes diagnosis, remediation, and determination of readability levels, error analysis and corrective strategies.

Offered: Spring

WRMP - Water Policy

WRMP 6400 - Hydrological/Irrig Foundations (3 credits)

This course is designed to introduce the social scientist to concepts basic to hydrology and irrigation. Fundamental characteristics of aquifers - tributary and non-tributary - are discussed along with their relevance for policy issues. Irrigation techniques and water use efficiency are discussed.

Offered: As needed

WRMP 6405 - Environmental Nat.Resources (3 credits)

This course provides an overview of the theoretical principles, public policy instruments and current practice involved in applying economic theory and models to problems associated with the management and conservation of natural and environmental systems.

Offered: As needed

WRMP 6410 - Water Resource Planning (3 credits)

This course provides an overview of the theoretical principles, public policy instruments and current practice involved in applying economic theory and models to problems associated with the management and conservation of natural and environmental systems.

Offered: As needed

WRMP 6415 - Water Law & Legislation (3 credits)

The course introduces the tools and concepts required for conducting benefit/cost analyses of actions that

affect natural resources and the environment, as well as economic activity in regional economies. Attention is devoted primarily to economic and measurement tools relevant for such analyses, including techniques and methods for measuring market and non-market costs and benefits.

Offered: As needed

WRMP 6420 - Water Resources/Policy Field (3 credits)

This course is designed to introduce students without a background in law to basic legal concepts that are of critical importance for the design and implementation of water policies. Included will be a review of all major court decisions concerning equitable apportionment and their relevance for contemporary water policy.

Offered: As needed

WRMP 6421 - Water Resources/Policy Prof (3 credits)

The Professional Project is an essential component of the student's work in the Water Resources Management and Policy Concentration. It provides students with the opportunity to identify a water resources management problem/ beyond the field setting, explore strategies or alternative approaches for addressing the problem and then prepare a report that captures those corrective strategies or policy recommendations associated with the issue. The report which must be of acceptable quality will be defended by students in the presence of peers and a faculty committee.

Offered: As needed