



hello future

Albany State University
2017-2018 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, staffperson and administrator.

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.

Albany State University is an affirmative action, equal opportunity educational institution.

Albany State University Catalog and Announcements (2017) (Official Series)

For Information on Admissions call
(229) 430-4646; 1-800-822-RAMS (Georgia only) or
Visit the web site at www.asurams.edu.

*Catalog updates can be viewed @ www.asurams.edu.

History

Inspired by W.E.B. DuBois' writings about the persecutions and triumphs of African Americans living in Georgia and aided in his mission by private and religious organizations, Joseph Winthrop Holley founded the Albany Bible and Manual Training Institute in 1903, and he served as its president for the next 40 years. The new school was successful in its mission to provide religious and basic education, as well as teacher training, to the local black population. In 1917, the state of Georgia began providing financial support to the school, granting it two-year status. Responding to the needs of the state, the school added training in agriculture and was renamed the Georgia Normal and Agricultural College.

With the creation of the Board of Regents in 1932, the institution joined the newly formed University System of Georgia and, in 1943, was granted four-year status. Concentrating on teacher education and home economics, the school was again renamed, this time as Albany State College. Over the next few years, the College added majors in the humanities and social sciences. In 1954, it began adding degrees in secondary education and, in 1961, nursing, adding health care to its tradition of serving the region.

During the middle decades of the 20th century, the people of Albany State extended the college's mission of education and uplift to include political action. In 1961, Albany State College's students joined with Martin Luther King, Jr., the Student Nonviolent Coordinating Committee, and other local black organizations in eight months of protest. Despite warnings from the college's president, William Dennis, many students participated in protests, marches, and an organized effort to test the state mandated desegregation of Albany's bus station. As a result of the protests and the arrest of several students, 40 students were expelled from the college. In May of 2011, 50 years after the events, 32 of these students were finally able to attend graduation as Albany State University awarded them honorary degrees.

With the passage of the Higher Education Act of 1965, the federal government formally recognized and began funding historically black colleges and universities, including Albany State College.

In the 1970s, the college worked with other institutions to offer graduate degrees in a variety of education fields and in business administration.

In 1981, after increasing the number of faculty with doctorate degrees by more than fifty percent, Albany State College began offering graduate degrees designed and delivered solely by faculty and staff of the college.

In 1994, the school earned its nickname, "unsinkable." Tropical storm Alberto, which had submerged almost a half million acres of Georgia

farmland, raised the Flint River to 44 feet, flooding most of the college. Under the leadership of president Billy C. Black, students and faculty banded together to carry on the college's mission, and, with the support of Governor Zell Miller and a \$153 million recovery fund, rebuilt, renovated, and expanded the campus. During the rebuilding process, on the strength of the school's growing graduate programs, the Board of Regents in 1996 approved the renaming of the institution: Albany State University. In the following two decades, the university added residence halls, a student center, a stadium, and a fine arts center.

On November 10, 2015, the Board of Regents of the University System of Georgia voted unanimously to begin the process of consolidating Albany State University and Darton State College. The new Albany State University unifies the distinction, values, and missions of the two institutions. To lead the two institutions through the complex process of consolidating, the USG appointed Dr. Arthur N. Dunning as the ninth president of Albany State University and Dr. Richard Carvajal as the interim president of Darton State College.

The new Albany State University continues a combined legacy of more than 100 years of providing leadership in southwest Georgia in access to education, academic excellence, social change, and economic impact. A nationally top-ranked HBCU, it serves an increasingly diverse student body and community by offering the region a uniquely comprehensive array of programs, from associate to graduate degrees.

In the 21st century, Albany State University continued to strengthen its mission, attracting nationally renowned scholars and researchers to its faculty and preparing students for leadership in the region and beyond. Between 2000 and 2016, the University produced over 7,500 undergraduates and over 2,700 students with master's and educational specialist degrees and received almost 160 million dollars in research grants. 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 II 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 proud member institution of the University System of Georgia, elevates its community and region by offering a broad array of graduate, baccalaureate, associate, and certificate programs at its main campuses in Albany as well as at strategically-placed branch sites and online. Committed to excellence in teaching and learning, the University prepares students to be effective contributors to a globally diverse society, where knowledge and technology create opportunities for personal and professional success. ASU respects and builds on the historical roots of its institutional predecessors with its commitment to access and a strong liberal arts heritage that respects diversity in all its forms and gives all students the foundation they need to succeed. Through creative scholarship, research, and public service, the University's faculty, staff, students, and administrators form strategic alliances internally and externally to promote community and economic development, resulting in an improved quality of life for the citizens of southwest Georgia and beyond.

Guiding Principles
Aspire to Excellence

Albany State University will aspire toward excellence in teaching and learning, thus becoming the first-choice institution for students from southwest Georgia and garnering recognition as a premier southern regional university.

Embrace Diversity

As a historically black institution and led by a highly-diverse faculty and staff, Albany State University will embrace diversity in all its forms – including age, gender identity, race and ethnicity, country of origin, religion, ability level, sexual orientation, and veteran status – and seek to foster a similar acceptance and celebration of that diversity.

Expand Access to Higher Education

As an access institution, Albany State University will promote student success for all by welcoming students from varying levels of academic preparation, keeping costs low, offering flexible class times and instructional modalities, and pairing high student expectations with exceptional mentoring, advising, and tutoring.

Elevate Historically Underserved Populations

Albany State University will recognize and address the many challenges that face African Americans and other students of color, adult learners, first generation students, students from low socioeconomic backgrounds, and others from underserved populations, and form strong partnerships with K-12, government agencies, and community outreach organizations to increase access and success rates.

Promote Economic Development

As part of its commitment to teaching and learning, Albany State University will promote economic development in Albany and throughout southwest Georgia by engaging in applied research, aligning its resources in support of identified needs, developing and enhancing academic programs to meet evolving needs, forming broad strategic partnerships, supplying a trained workforce, and fostering a sense of entrepreneurship.

Albany State University's Graduate School Mission

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

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

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

Quality graduate programs result only from quality faculty. Thus, the Graduate School ensures sufficient numbers of full-time, permanent faculty members who are active in scholarship and research and highly effective in creating technology-based classroom

environments in which maximum learning occurs. ASU's graduate faculty are committed to promoting life-long learning, dedicated to quality scholarship and to the intellectual enhancement of their graduate programs and of their students. Building a student-centered, pluralistic learning community is a top Graduate School priority.

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

Albany State University's Graduate School

Dean of the Graduate School
Graduate Admissions Counselor
Administrative Specialist

The Albany State University Graduate School brings an institution-wide perspective to all post-baccalaureate endeavors. It establishes, through its faculty, a set of policies that define excellence in graduate programs, high quality in curriculum, exceptional student selection, and rigor in faculty appointments. The Graduate School staff assist graduate students and faculty in matters related to all aspects of graduate study. The Graduate School administers all graduate programs, screening and processing all applications, serving as the primary contact for new students, monitoring academic standards, and ensuring compliance with all appropriate regulations at Albany State University.

The following is a listing of degrees offered by Albany State University's Graduate School:

Master of Business Administration (M.B.A.)
Master of Science in Criminal Justice (M.S.)

Master of Education (M.Ed.)

Early Childhood Education
Educational Leadership
English Education
Health & Physical Education
Mathematics Education
Middle Grades Education
School Counseling
Science Education
Special Education

Master of Science in Nursing (M.S.N.)
Master of Public Administration (M.P.A.)
Master of Social Work (M.S.W.)

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

Accreditation Statement

Albany State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, masters, and specialist degrees. Contact the Commission 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, and 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).
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). GRE and/or MAT scores more than five years old are not acceptable. The required test varies according to graduate degree program.
5. 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 and who complete the Albany State University Transcript Request. Students are responsible for contacting testing agencies for the transmittal of official test scores to Albany State University's Graduate School.

Note: Application records for students who do not enroll are maintained for one year. 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. The acceptance letter will state the category of admission.

CATEGORIES OF ADMISSIONS

Grade Point Average (GPA), test scores, recommendation letters, previous graduate work and interviews are metrics used to determine the candidate's fit for a particular graduate program, overall likelihood of success in Albany State University's Graduate School, and eligibility for admission. 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: the minimum cumulative grade-point average on all coursework at the undergraduate level and, if required, the minimum standardized test scores (402 on the Miller Analogies Test (MAT) or 146 Verbal and 140 Quantitative on the Graduate Record Examination (GRE). GRE verbal and quantitative scores are considered separately and may be weighted.

Only students with regular admission 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 2.5 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.
4. Program specific supporting documents.

A student satisfying coursework 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. Students may remain in provisional status longer than two academic semesters.

Note: Individual programs of study may have higher provisional admission standards.

NON-DEGREE ADMISSION

Individuals wishing to enroll for personal enrichment or job-related requirements but who are not seeking a degree and students who are not eligible for regular admission or provisional admission may be admitted for non-degree admission. No more than nine (9) graduate hours earned in non-degree status may be counted toward a degree program; the courses may not be more than six-years old. Non-degree applicants must submit the following to the Office of Graduate Admissions:

Application for admission
 Application-processing fee
 Unofficial transcripts from the institution that awarded the highest degree. Official transcripts will be required after an offer of admission.
 TOEFL scores for international students (refer to English Language Proficiency Requirement)
 Statement of purpose. The statement of purpose should be completed in the space provided on the application for admission.

A student admitted under non-degree status may not be eligible for financial aid.

*If a student does not meet the admissions requirements to be admitted into either a provisional or regular graduate student status because of **missing preparatory undergraduate coursework**, the student will be placed into a non-degree seeking status. The student will remain in this status until outstanding preparatory coursework requirements are met.

- All preparatory coursework requirements must be completed with grades of a “C” or above or the student will not move out of a non-degree seeking status or be accepted for admission into a graduate program.
- Individual graduate programs may require grades better than “C” for admissions into these programs, so students must check specific program requirements.

*If the student is seeking financial aid to assist with preparatory coursework costs, the Graduate Admissions Counselor will coordinate with the student and a Financial Aid Counselor to complete the Preparatory Coursework Agreement Form. This agreement identifies all preparatory coursework required for admission into the graduate program and each term that the student will take the outstanding coursework.

- Students eligible award amount will be determined by the office of financial aid
- Financial aid will only be awarded to students in a non-degree seeking status for a maximum of 3

semesters of enrollment, any additional courses beyond this limit will not be covered by the office of financial aid.

TRANSIENT ADMISSION

Transient admission may be granted to students in good standing at regionally accredited graduate schools who wish to enroll for one semester at the Albany State University. Applicants requesting this status must submit the following to Graduate Admissions:

Application for admission
 Application-processing fee
 Certification of graduate standing in a regionally accredited institution.

Albany State University graduate students interested in taking courses at other institutions in transient status must satisfy the admission requirements of that institution. Credits earned in transient status are counted as transfer credits.

Students admitted in these classifications who later wish to enroll in a graduate degree program must apply to a degree program. No more than 9 hours of transfer course credits can be used toward a degree program, if the courses are not more than six-years old.

Applications for admission for both non-degree and transient students must list an academic major. Additional information may be required for admission to these classifications by departments; therefore, applicants should contact the appropriate department.

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 applying for one of the certification programs offered by the College of Education must complete the following:

K-12 Initial Teaching Certification

1. A completed graduate school application.
2. A completed application for evaluation for teacher certification (contact the College of Education Certification Office).
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).

School Counseling Add-On Certification and a completed School

Counseling Program application.

1. A completed graduate school application.
2. A completed request for evaluation for school counselor certification (contact the College of Education Certification Office).
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 Clear Renewable Educator's Certificate.
6. Three (3) recommendation forms.
7. Successfully complete an interview with the School Counseling admissions committee.

Initial Certification in School Counseling and a completed School Counseling Program application.

Applicants who do not hold Georgia educator certification but who already have a Master's degree in counseling or a closely related area may opt for initial certification as a school counselor. Applicants must submit:

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). Applicants must have a cumulative graduate grade point average of at least a 3.0 and a passing score on the GACE Basic Skills Exam.
4. Three (3) recommendation forms.
5. Successfully complete an interview with the School Counseling admissions committee.

Education Administration and Supervision Add-On Certification

6. A completed graduate school application.
7. A non-refundable application fee.
8. Official transcripts from ALL institutions attended (Master's degree from a regionally accredited college or university is required).
9. Three (3) recommendation forms (1 must be from an immediate supervisor).
10. Valid Georgia Level 6 Clear Renewable Teaching Certificate or its equivalent per Georgia's Professional Standards Commission requirements.
11. Official documentation indicating three years of professional education experience.
12. Superintendent's Assurance Form.

Note: Only nine credit hours earned in a graduate certification program will be accepted toward the master's degree.

ADMISSIONS DEFERMENT

Students who but do not enroll for the semester in which they were admitted must defer their admission if they desire to

attend at a later date. A formal written request from the student indicating the semester in which they plan to enroll will satisfy their deferment.

Note: One deferment is allowed and cannot exceed one academic year in advance. i.e. students admitted for the Fall semester may defer their admission to the upcoming Spring, Summer, or Fall semester.

APPEALS OF ADMISSIONS 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.

Appeals of graduate school admission decisions must be in writing, state specifically the grounds for the appeal, be accompanied by supporting documentation, and 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 documents to the Appeals Committee of the Graduate Council, and, after the proceedings, communicate the decision to the applicant. 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.

ALBANY STATE UNIVERSITY'S EQUAL OPPORTUNITY STATEMENT

Albany State University is an equal employment, equal access, equal educational opportunity and affirmative action institution which adhere 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 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.

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. Seniors must apply and be formally accepted as non-degree seeking students in a specific graduate program. Seniors can only be admitted as non-degree seeking students.
- 2.
3. Seniors must be within twelve (12) hours of graduation to be admitted to a Graduate Program.
4. Admitted seniors are limited to a maximum course load of sixteen (16) credit hours (graduate and undergraduate) per semester.
5. Admitted seniors are permitted to take a maximum of 6 graduate hours during any semester.
6. Admitted seniors enrolled in a graduate program must maintain a 3.0 or higher grade-point average.
- 7.
8. Only nine (9) semester hours taken under non-degree status will be accepted to fulfill the requirements for a subsequent master's degree. Admitted seniors are governed by the regulations for non-degree students in Albany State University's Graduate School.

CHANGE IN STATUS

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

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 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 to seek a graduate degree in a program in which they are in a position to alter graduate records.
6. 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 Vice President of Academic Affairs.
7. 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 Vice President for Academic Affairs. This statement does not prohibit faculty relatives from enrolling in degree programs in other departments within the same college at Albany State University.
8. 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.
9. If a second degree is pursued within the Albany State University Graduate School, 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 nine (9) graduate hours can be transferred to the second master's degree.
10. 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.

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.

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.

ADMISSIONS 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 term they wish to begin study. Admission Application Dates are subject to change.

ADMISSIONS 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.

GRADUATE ADVISOR

The graduate advisor plays an important part in graduate education at Albany State University. The official notice of acceptance will also indicate the name and contact information for the student's advisor. The advisor assists students with registration, and program of planning.

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 June 1 for Fall Semester, November 1 for Spring Semester and April 1 for Summer Semester.

READMISSION FOLLOWING SCHOLASTIC TERMINATION

A graduate student who is excluded from the institution for academic reasons may petition to be reinstated. A student who petitions to be reinstated must have been out of the institution for at least twelve months. A petition to be reinstated must be approved by the Appeals Committee of the Graduate Council and the Dean of the Graduate School. Any graduate student who has been excluded twice for scholastic reasons will not be readmitted to the Graduate School.

GRADUATION REQUIREMENTS

Although each Master's degree program has specific academic requirements, several 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.
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.
3. All coursework applicable towards the degree must be completed within six years of the date of

graduation.

4. Transfer credits must be approved by the student's graduate program upon enrollment or before the course is taken.
5. A comprehensive examination, portfolio, 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 prior to the anticipated semester of graduation.

PLANNED DEGREE PROGRAMS OF STUDY

Within the first nine semester hours of study, students are required to create a program of study (graduation plan) in DegreeWorks. The student's advisor will review the graduation plan each semester and recommend revision when needed. All changes are documented in DegreeWorks.

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. No grade below C (2.0) will be accepted as part of a program of study for a graduate degree. For this reason, caution is exercised in retaining any student whose grades fall below acceptable academic standards. When a graduate course is repeated, the last grade received will be used in calculating the cumulative graduate average that is used for probation, dismissal, admission to candidacy, and graduation. 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 quality points

I=INCOMPLETE

IP= IN-PROGRESS

W=WITHDRAW PASS

WF=WITHDRAW FAIL

S=SATISFACTORY

U=UNSATISFACTORY

V=AUDIT, NO CREDIT

K= CREDIT BY EXAMINATION

NR=NOT REPORTED

A grade of "I" indicates that a student has completed the major portion of the requirements for a given course, but for nonacademic reasons beyond the student's control, such as illness or family emergency, could not complete the course. An incomplete is also used for courses where completion necessarily extends beyond the end of the semester, such as research or field work courses. When an incomplete grade is not removed within three semesters (including summer), the (I) automatically becomes an F. When a grade of Incomplete (I) converts to an F, it remains an F.

WITHDRAWAL FROM THE UNIVERSITY

Students who find it necessary to withdraw from Albany State University, after having completed registration, must submit a 'Semester Withdrawal' form.

A 'Semester Withdrawal' is a request by a student to drop all classes and/or cease attendance in all classes for the Term. Failure to attend class is not equivalent to a withdrawal and students will not receive an adjustment of charges or grades unless a formal withdrawal is filed with the Office of Academic Services and Registrar and approved prior to midterms.

1. If a request for Semester Withdrawal is submitted to the Office of Academic Services and Registrar **prior** to the end of the Add/Drop period, as defined by the Academic Calendar, all courses will be dropped from the student's schedule and charges reversed (if applicable).
2. If submitted after the Add/Drop period, the student is automatically assigned a grade of "W" to indicate course withdrawal. The "W" will not be calculated in the GPA.
3. A withdrawal for the semester may or may not include a refund, depending on when the withdrawal is submitted. In order to receive a full refund, or not receive charges for the term, this form **must** be submitted to the Office of Academic Services **prior** to the end of the Drop/Add Period.
4. Withdrawal from courses may affect housing, graduation, financial aid, membership in organizations or other opportunities.

Withdrawal requests are typically processed within 48 hours. It is the student's responsibility to check BannerWeb and confirm the status of the request.

The student should retain a copy of the form for personal records.

SCHOLASTIC WARNING

A graduate student with regular status whose cumulative grade point average falls below 3.00 or who fails to maintain

the level of academic performance required by their the degree program will be placed on scholastic warning. Failure to achieve a 3.0 cumulative grade point average or meet the requirements of the degree program by the end of the next nine semester hours of enrollment will result in scholastic termination.

SCHOLASTIC TERMINATION

Students may be dismissed by their department at the end of any semester if they have not made sufficient academic progress or maintained the professional dispositions as defined in accreditation, ethical, or professional standards of practice to warrant continuance of study. Termination of students will follow policies and procedures adopted by the department and reported to the Graduate School. The department must immediately notify the Graduate School of a dismissal. The student will be prevented from enrollment in future terms.

Dismissal by an academic department may be appealed to the dean of the Graduate School after all avenues of appeal have been exhausted at the departmental level. This should be completed within 30 calendar days of the decision resulting from an appeal to the department. When students are terminated by a department, but not simultaneously by the Graduate School, they may apply for admission to another graduate program; however, they may not apply for admission to the same department from which they were dismissed.

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

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

Students with a cumulative grade point average below 3.0 in graduate courses for two consecutive terms are placed on academic probation by the Graduate School. They then must make a 3.0 or higher semester grade point average in graduate courses each succeeding semester that their overall cumulative grade point average in graduate courses is below 3.0. These students' probation ends when their cumulative graduate average is 3.0 or above. If, while on probation, a student's semester grade point average in graduate courses is below 3.0, the student is dismissed.

When students repeat a graduate course, the last grade will be utilized to calculate the cumulative graduate average that is used for probation, dismissal, admission to candidacy and graduation. Grades of S, U, I, and V will

not be used in calculating the cumulative graduate average. However, when a grade of I converts to F, this may result in an action of probation or dismissal for the semester in which the conversion takes place, even if the student is not registered for the semester in which it converted. When students are dismissed under the terms of this policy, they may not apply for admission to another graduate program offered by the University.

Students who are dismissed by the Graduate School for academic reasons may appeal the dismissal to the dean of the Graduate School. The appeal must be submitted to the dean within 30 calendar days following receipt of notice of dismissal. Information concerning the appeal process may be obtained in the Graduate School.

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 regular basis. Each student is provided access to DegreeWorks, ASU's course planning system. Students are encouraged to access DegreeWorks and develop their plan of study. This plan should be reviewed with your advisor during advisement and updated at each subsequent advising session.

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. 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:
 - i. 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;
 - ii. 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;
 - iii. full-time employees of the University System, their spouses and their dependent children;
 - iv. medical and dental residents and medical and dental interns at the Medical College of Georgia.
 - v. 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.
 - vi. 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;
 - vii. 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;
 - viii. selected graduate students at university-level institutions.
 - ix. 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.

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

GENERAL POLICIES

ATTENDANCE POLICY

Student Class Attendance - Students are expected to attend all of their scheduled classes, laboratories, or clinic sessions when reasonably possible. Some justified and unavoidable absences are expected. Absences in excess of 10% of the sessions scheduled may reduce the grade for the course. A student is expected to account for absences, preferably in advance, to the instructor of the course and, at the discretion of the instructor, to promptly make up the work missed. Albany State University has implemented a No Show/Faculty Withdrawal Policy. The policy states the following:

- (1) During the one-week period immediately following the first day of class, each faculty member notifies the Office of Registrar of those students on the class roster who have never attended class or actively participated in their online course. The students will be dropped and the course will not appear on the students' permanent academic records.
- (2) Up until midterm or "last day to drop without academic penalty," the faculty member may withdraw any student who has ceased to attend/participate actively in a class, and the student will receive a grade of "W" on their academic record.
- (3) After midterm or "last day to drop without academic penalty," faculty can continue to withdraw any student who has ceased to attend/participate actively in a class; however, the student will receive a grade of "WF" on their academic record.
- (4) The Registrar's office notifies students of faculty/withdrawal actions; the Financial Aid Office is also notified. The student is responsible for understanding a withdrawal or faculty withdrawal may result in loss of financial aid and that failing to properly withdraw from a course may result in receiving a failing grade of "F" for the course.

Online Attendance – Attendance in online classes is verified in terms of participation, time spent in a particular unit or other part of online courseware, time spent in chats and online discussion, quality and quantity of chat and online discussion content, quality and quantity of e-mail, quality and quantity of

course work, test participation, and other considerations. Distance learning courses at Albany State University are instructor-led classes, not independent study or correspondence courses. Students are expected to engage actively in the course content, participate in student-teacher and student-student communications, and complete assignments and tests according to the requirements and schedule of the course instructor.

Failure to participate, communicate, or meet course requirements within the time frame required by the instructor may reduce the grade for the course or initiate faculty-withdrawal procedures as noted in the "Student Attendance Policy." Divisions or departments may have class attendance policies of a more specific nature within this general policy statement. Each instructor shall provide detailed policies and procedures in writing to each student at the beginning of the course.

Students who miss classes while serving as jurors will not be penalized for such absences but will be required to make up classwork missed as a result of jury service.

Cheating and Plagiarism

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

Online courses at Albany State University utilize plagiarism software tools such as Turnitin as a positive instructional tool and to promote academic integrity.

SUMMATIVE LEARNING ASSESSMENT

All students must successfully pass a summative learning assessment in order to earn a graduate degree. Departments may require that students successfully complete a summative learning assessment such as a comprehensive examination, comprehensive professional portfolio, capstone project, or thesis. Students

- must be registered during the semester in which the summative learning assessment is completed.
- are permitted 3 attempts to successfully pass their summative learning assessment.
- Students are encouraged to consult their advisers for guidance.

Summative learning assessments are administered once each semester.

CORRESPONDENCE CREDIT

No credit earned through correspondence work will be applied to satisfy requirements for a graduate degree. Credit for distance learning courses taken over the Internet is evaluated on a course by course basis.

CREDIT LOAD

The full-time course load for a graduate student is 9 hours. A graduate student who wishes to overload (exceed 12 credit hours) must obtain the approval of the department chair and Dean of the Graduate School. In no case shall overloads exceed 16 graduate hours.

Credit Hour Definition

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 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 SACSCOC 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 Registrar’s Office. Students with no financial obligations to the University shall be issued a degree or transcript of academic credits.

DIRECTED OR INDIVIDUAL STUDY CREDIT LIMITS

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

DISRUPTIVE AND OBSTRUCTIVE BEHAVIOR

The Board of Regents of the University System of Georgia reaffirms its policies to support fully 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://www.ed.gov/om/fpc/index.html>. Or, contact the Office of Academic Services and Registrar.

Grades

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

Residence Requirements

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

Student 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 do 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.

FINANCIAL INFORMATION

GRADUATE FINANCING

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.

Albany State University provides financial assistance for promising students who, without such help, would be unable to attend. The University believes, however, that the student is, first and foremost, responsible for financing his or her education. The financial aid program is based on the financial need of the student. Need is the difference between the cost of education at Albany State University and the amount the applicant is expected to contribute toward the cost of education.

FINANCIAL AID APPLICATION PROCEDURES

- 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 admissions by the Graduate Admissions Office as a Provisional Admit or Regular Admit. Students who are in Provisional Admit status are eligible for financial aid for one year. Title IV Funds are available for students seeking Graduate Certification.

SOURCES OF FINANCIAL AID

- **Federal TEACH Grant Program ([FAQ](#))**
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](#).
- **Graduate Family Nursing Practitioner Grants**
Graduate Family Nursing Practitioner Grants are provided through the Albany State University College of Sciences and Health Professions via Federal grants from the U.S. Department of Health and Human Services (HRSA.gov). To apply for Graduate Family Nursing Practitioner Grants, please contact the graduate nursing faculty in the College of Sciences and Health Professions.
- **Federal Graduate PLUS loan for Graduate and Professional Degree Students ([Studentloans.gov](#))**
Graduate and professional degree students can borrow a Direct PLUS Loan to help cover education expenses. To apply for a Graduate Plus Loan, you will have to complete a FAFSA (www.fafsa.gov) and complete the Graduate PLUS loan application online at www.studentloans.gov. All Federal PLUS loans subject to a credit check by the Federal Department of Education to determine credit worthiness. Federal PLUS loans have a fixed interest rate of 7.9%. Again, to apply, please visit <http://www.studentloans.gov> to complete the online application.
- **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 type of loan. A Free Application for Federal Student Aid Form (FAFSA) is required.
- **Federal Direct Unsubsidized Stafford/Ford Loans (Direct Unsubsidized Loans)**
Students can get these loans regardless of financial need but will have to pay all interest charges, including

the interest that accumulates during deferments. A Free Application for Federal Student Aid Form (FAFSA) is required. The interest rates are variable and adjusted each July. The maximum rate for the Direct Subsidized and Unsubsidized Loan is 8.25 percent.

- Veterans Assistance Program**
 Veterans, active duty personnel and eligible dependents are encouraged to take full advantage of benefits available through the Veterans Administration. Those students eligible for benefits should apply for Admissions to the University and complete the Admissions process. An application for VA Educational Benefits should be completed prior to entering the institution.
- 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 5 percent. A Free Application for Federal Student Aid Form (FAFSA) and Albany State University Financial Aid Application are required. Funding for Federal Perkins Loans are low and may not be available each academic year.

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

Interested persons should contact the Veterans Affairs Director in the Office of Academic Services and Registrar for more information and assistance pertaining to eligibility and application for Veterans Educational Benefits.

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.

GRADUATE STUDENT FEES

Matriculation (Fewer than 9 hours per semester credit hour)	\$189.00 per hour
Online tuition per credit hour	300.00
Non-Resident Tuition (Fewer than 9 hours per semester credit hour)	\$755.00 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
Fieldwork Supervision Fee (College of Education)	\$150.00
Access Card Fee (Fewer than 6 hours per semester credit hour)	\$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
 504 College Drive
 Albany, Georgia 31705

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

REFUND POLICIES

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. and the "Credit Balance Authorization" on the Student Authorizations page in Banner Web *MUST be "BLANK" or answered to "RESCIND."*

WITHDRAWAL

The refund percentage that a student receives is a calculation of the time remaining in the semester up through 60% of the semester. Once 60% of the semester has expired, there is no refund for a withdrawal from the institution. The refund calculation is based on days enrolled in the semester divided by the number of calendar days in the semester including weekends and holidays, but excluding breaks of five (5) or more consecutive days.

A refund of all semester tuition and other mandatory fees is made in the event of death of a student any time during an academic semester. (BOR Minutes, 1979-80, p. 61; 1986-87, pp. 24-25; 1995, 6. 246).

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

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, Public 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 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, criminal justice administration, health administration and policy, human resources management, public management, 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 and MBA in Public Administration is a 30-semester hour graduate degree program, while the MBA with concentrations in Accounting, Healthcare Administration and Supply Chain and Logistics Management 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

I. 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.

I. 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.

I. 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.

I. 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.

I. Ethical Practice

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 REQUIREMENT

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 Word 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 (30 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 HRS.)**

ACCT 6101	Accounting Analysis	3
ECON 6106	Economics for Managers	3
FINC 6101	Financial Management	3
MGMT 6108	Quantitative Methods for Mgrs.	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	– 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
MGMT 6000	– Level	3

SUBTOTAL 12

SUMMER SEMESTER

MGMT 6199	Business Policy/Strategy	3
MGMT 6000	– Level Elective	3

SUBTOTAL 6

MANAGEMENT ELECTIVES

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

BUSINESS ADMINISTRATION MBA WITH CONCENTRATION IN ACCOUNTING**MBA ACCOUNTING CURRICULUM (33 SEMESTER HRS)**

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 Hours		

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 HRS.)

ACCT 6101	Accounting Analysis	3
ECON 6106	Economics for Managers	3
MKTG 6170	Marketing Management	3
MGMT 6110	Organizational Behavior	3
PADM 5321	Foundations of Healthcare Finance	3
MGMT 6108	Quantitative Methods for Mgmt.	3
MGMT 6199	Business Policy Strategy	3
PLUS Any four (4) 6000 level MGHC Electives (for example): 12 Total Hours		

Total Credit Hours 33

HEALTHCARE 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 (4) 6000 level Supply Chain & Logistics Electives (for example): 12 Total Hours		

Total Credit Hours 33

SUPPLY CHAINS & 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	Organization 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	Elective	3

SUBTOTAL 12

SUMMER SEMESTER

MGMT 6199	Business Policy/Strategy	3
LOGM 6000	– Elective	3
LOGM 6000	– Elective	3

SUBTOTAL 9

PUBLIC ADMINISTRATION MBA PROGRAM OF STUDY

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

FALL SEMESTER

ACCT 6101	Accounting Analysis	3
MGMT 6110	Organizational Behavior	3
MKTG 6170	Marketing Management	3
PADM – Level Elective		3

SPRING SEMESTER

ECON 6106	Economics for Managers	3
PADM 5302	Public Budgeting & Financial Mgmt	3
MGMT 6108	Quantitative Methods for Mgrs.	3
PADM – Level Elective		3

SUMMER SEMESTER

MGMT 6199	Business Policy/Strategy	3
PADM – Level Elective		3

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 11, VI)

5. Evidence-Based Practice

Participate as a researcher and a consumer of research in advancing nursing science and practice in disease outcomes for a diverse population. (IOM 9, AACN Essential 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 a 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 Graduate School for admission. 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

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 Strategies & Evaluation	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

***An accelerated track is available for students who are interested in completing the program early, studying in semesters and two summers.*

**** A Post Masters in FNP & NE are offered annually.*

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. The student has only two attempts to successfully complete the comprehensive exam with a score of 80 or above. Failure to complete the comprehensive exam on the second attempt will prohibit the student from graduating.

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

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	DirRead & 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 five 9-hour concentrations: Community and Economic Development, 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 Commission on Colleges (SACSCOC).

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.

Scores on the Graduate Management Admission Test or GMAT are not required for admission to the MPA program. **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 5011, PADM 5126, PADM 5262, PADM 5302, PADM 5781

PADM 5501: Prerequisite for PADM 5502.

PADM 5502: Prerequisite for PADM 5851.

B. Additional Required Public Administration Courses (or equivalent), 6 credits

PADM 5851, PADM 5907

(see Public Administration Areas of Concentration, p. 40)

CRIMINAL JUSTICE, MASTER OF SCIENCE

Introduction

The Department of Criminal Justice at Albany State University offers a 30 semester hours Master of Science degree in Criminal Justice delivered both face-to-face and fully online with concentrations in Law Enforcement, Corrections, Forensic Science and Public Administration. The M.S. degree program is designed to prepare students for professional careers within the criminal justice system and related fields. 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 and related fields. 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 philosophy and objectives embraced by the Criminal Justice Department are to educate students in such a way 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.

With only a 30 semester hour requirement for program completion, including Thesis or None Thesis option, students must successfully complete a comprehensive examination in core, statistics/methodology and a chosen area of specialty. The comprehensive examination is administered after the student has completed the core courses and three courses in a chosen area of specialty. A grade of B or better must be earned for each course and 3.0 grade point average must be maintained in order to remain in the program.

Did you know that:

The Corrections and Law Enforcement concentrations are offered fully online?

The Master of Science in Criminal degree program can be completed on one year?

Admission Requirements

- (1) Baccalaureate degree from an accreted college or University
- (2) Official transcripts from all institutions attended
- (3) Grade point average of 2.5
- (4) Applications whose undergraduate degree was not in Criminal Justice are required to complete 6 semester of required undergraduate criminal justice pre-requisites and must earn a B or better in those courses.
- (5) Applicants admitted on provisional basis must complete 9 hours of Criminal Justice core courses with a B or better and must have a 3.0 or better grade point average

- (6) Graduate Record Examination (GRE) or Miller Analogies Test (MAT tests are accepted).
 (7) Two letters of recommendations

For regular admissions, GRE score of 300 verbal and quantitative combined or MAT 44 (402)

For provisional admission, GRE score of 270- verbal and quantitative or MAT 374 (27-43)

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 Hrs.)

Required Forensic Science Courses

FOSC 6001	Survey of Advance FOSC	3
FOSC 6009	Advance Toxicology	3
FOSC 6012	Adv Trace/Transf/FOSC	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	Mgmt 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 CRJU	3
CRJU 7004	CRJ Program Evaluation	3
		Subtotal: 6

GRADUATION REQUIREMENTS

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

Courses must be completed with a grade of ‘B’ or better

Currently, the MPA program offers six areas of concentration:

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

COMMUNITY AND ECONOMIC DEVELOPMENT

The 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:

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 MANAGEMENT

This concentration involves a study of management and supervision procedures used by organizations to motivate and maintain the internal labor force. Topics for discussion include wage and salary administration, training and development, safety management, performance control and internal communication. This concentration requires 9 semester hours to be selected as shown below:

CONCENTRATION REQUIREMENTS

Public Management 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 practice behaviors:

1. Demonstrate the ability to make ethical decisions by applying the standards of the NASW *Code of Ethics*, relevant laws and regulations, models for ethical use of decision-making, ethical conduct of research, and additional codes of ethics as appropriate to the context
2. Demonstrate the ability to use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
3. Demonstrate professional demeanor in behavior, appearance, and in oral, written and electronic communication
4. Demonstrate the ability to use technology ethically and appropriately to facilitate practice outcomes
5. Demonstrate the ability to use supervision and consultation to guide professional judgment and behavior
6. Demonstrate the ability to effectively apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
7. Demonstrate the ability to present themselves as learners

- and engage clients and constituencies as experts of their own experiences
8. Demonstrate the ability to effectively apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
 9. Demonstrate the ability to effectively apply an understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
 10. Demonstrate the ability to engage in practice that advances social, economic, and environmental justice
 11. Demonstrate the ability to use practice experience and theory to inform scientific inquiry and research
 12. Demonstrate the ability to apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
 13. Demonstrate the ability to use and translate research evidence to inform and improve practice, policy, and service delivery
 14. Demonstrate the ability to identify social policy at the local, state, and federal levels that impact wellbeing, service delivery, and access to social services
 15. Demonstrate the ability to assess how social welfare and economic policies impact the delivery of, and access to, social services.
 16. Demonstrate the ability to apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice
 17. Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
 18. Demonstrate the ability to use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies
 19. Demonstrate the ability to collect and organize data, and apply critical thinking to interpret information from clients and constituencies
 20. Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
 21. Demonstrate the ability to develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
 22. Demonstrate the ability to select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies
 23. Demonstrate the ability to critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
 24. Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
 25. Demonstrate the ability to use inter-professional collaboration, as appropriate, to achieve beneficial practice outcomes
 26. Demonstrate the ability to negotiate, mediate, and advocate with, and on behalf of, diverse clients and constituencies
 27. Demonstrate the ability to facilitate effective transitions and endings that advance mutually agreed-on goals
 28. Demonstrate the ability to select and use appropriate methods for evaluation of outcomes
 29. Demonstrate the ability to apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
 30. Demonstrate the ability to critically analyze, monitor, and evaluate intervention and program processes and outcomes
 31. Demonstrate the ability to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels
 32. Demonstrate the ability to make ethical decisions in clinical social work practice by applying the standards of the *NASW Code of Ethics*, the *NASW Standards for Clinical Social Work in Social Work Practice*, the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapist, Rules and Regulations Chapter 135-7, *Code of Ethics*, relevant laws and regulations, models for ethical decision-making, ethical conduct in research, and additional codes of ethics, as appropriate to the context.
 33. Demonstrate an understanding of how personal experiences and affective reactions may impact professional clinical judgment and behavior along with strategies to effectively manage them
 34. Demonstrate the ability to research and utilize culturally sensitive and effective services with children, families and/or vulnerable adults
 35. Demonstrate the ability to effectively work with children, families and/or vulnerable adults from diverse populations
 36. Demonstrate the ability to engage in practice with children, families and/or vulnerable adults in a manner that advances social, economic and/or environmental justice

37. Demonstrate the ability to effectively translate research findings into effective practice with children, families, and/or vulnerable adults
38. Demonstrate the ability to advocate with clients and constituencies to inform and influence agency, local, state, federal or global policies that impact children, families, and/or vulnerable adults
39. Demonstrate the ability to develop a culturally responsive professional relationship with children, families and/or vulnerable adult clients
40. Demonstrate the ability to effectively use multi-dimensional assessment tools with children, families and/or vulnerable adult clients
41. Demonstrate the ability to critically evaluate, select, and apply evidence-based interventions with children, families, and/or vulnerable adult clients
42. Demonstrate the ability to effectively collaborate with other professionals to coordinate appropriate services for children, families, and/or vulnerable adult clients
43. Demonstrate the ability to evaluate the processes and/or outcomes of clinical practice with children, families and/or vulnerable adult clients

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:

Course Number	Course Title	Credit Hours
SOWK 6020	Achieving Justice in a Diverse World	3
SOWK 6021	Human Behavior/Social Environment	3
SOWK 6031	Direct Practice Methods	3
SOWK 6011	Social Welfare Policies and Programs	3
SOWK 6055	Foundation Field Experience I	3
SOWK 6051	Foundation Field Seminar I	1
SOWK 6032	Theory/Practice w/Families & Groups	3
SOWK 6033	Theory/Practice w/Communities & Organizations	3
SOWK 6041	Research in Social Work	3
SOWK 6056	Foundation Field Experience II	3
SOWK 6052	Foundation Field Seminar II	1
SOWK 6	[6000-level Elective]	3
SOWK 7021	Family Dynamics Through the Life Cycle	3

SOWK 7041	Evaluation of Practice	3
SOWK 7031	Assess/ Practice w/Children & Adolescents	3
SOWK 7055	Specialized Practice Field Experience I	3
SOWK 7051	Specialized Practice Field Seminar I	1
SOWK 7	[7000-level Elective]	3
SOWK 7032	Assessment and Practice with Families	3
SOWK 7033	Assess/Practice w/Vulnerable Adults	3
SOWK 7011	Legal/Ethical Issues Child/Family Policy	3
SOWK 7056	Specialized Practice Field Experience II	3
SOWK 7052	Specialized Practice Field Seminar II	1
SOWK 7	[7000-level Elective]	3

Comprehensive Examination Policy

As required by the Georgia Board of Regents, 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 Specialized 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: TIER I

Degree Program

The graduate program in Educational Administration & Supervision leads to a Master's degree and Tier I Certification in Leadership. 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.

Tier I Leadership Programs prepares candidates for advanced leadership positions that include P-12 school level positions below the principal and district level positions that do not supervise principals.

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
Area B - Programs & Problems of the School	3
EDAS 5512 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

ADD-ON (CERTIFICATION ONLY) TO AN EXISTING SIX OR SEVEN YEAR CERTIFICATE TIER II (18 Hours)* (Effective July 1, 2017)

EDAS 6000	Professionalism and Ethics	3
EDAS 6020	Assessment, Evaluation, and Continuous Improvement	3
EDAS 6025	Residency I	5
EDAS 6030	Seminar I	1
EDAS 6040	Seminar II	1
EDAS 6035	Residency II	6
EDUC 6199	Orientation to Educational Specialist Program	0

EDUCATION SPECIALIST DEGREE IN EDUCATIONAL ADMINISTRATION AND SUPERVISION (Performance-Based Last Admit May 2017)

The Education Specialist Program in Educational Administration and Supervision leads to a Specialist degree in Education (Ed.S) and a performance-based level (SRL) 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

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 (SRL) 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 who do not have a master's in Educational Leadership must complete two designated "pre-service courses", EDAS 6701 and EDAS 6702.

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

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 SRL 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 or 6199	Orientation to Adv. Prof.	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
EDAS 6685	School/Community Relations	3

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 or 6199	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.

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.

ADD-ON (CERTIFICATION ONLY) TO AN EXISTING SIX OR SEVEN CERTIFICATE (DISTRICT 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 6708*	Residency I District Level	6
EDAS 6770*	Residency II District Level	6
EDUC 5199*or 6199	Orientation to Adv. Prof.	3

*Required courses

Area E Elective (3 hours)

EDAS 6710 The Superintendent 3

**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.

EDUCATIONAL SPECIALIST DEGREE IN EDUCATIONAL ADMINISTRATION AND SUPERVISION TIER II (Effective July 1, 2017)

The Educational Specialist Program in Educational Administration and Supervision leads to a Specialist degree in Education (Ed.S) and a Tier II performance-based certification in the state of Georgia. Tier II, or advanced level certification, in the field of educational leadership prepares candidates for advanced leadership positions that include P-12 school level principals or the equivalent, superintendents, or other LUA staff who supervise principals. The program includes a personalized set of field and clinical experiences designed to assist students in developing a high level of knowledge, skills and dispositions as school principals, curriculum directors, subject area supervisors, central school district administrators and supervisory staff members.

The program is designed for persons who have a master's degree, Tier I certification in Leadership and holds a leadership position in a P-12 school. A minimum of 27 semester hours of graduate credit beyond the Master's degree is required to complete the program. Only those courses taken after admission to the Ed.S. program may be used to fulfill the requirements of the Ed. S. degree, which includes applicable transfer credits. Credits 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 a Georgia Professional Standards Commission approved institution offering the performance-based Ed.S degree may be approved for inclusion in the planned Ed. S. Program.

Admission Requirements

1. Minimum grade point average of 3.0
2. Tier I Georgia Leadership certification
3. Minimum of three years of educational experience (teaching and/or leading)
4. Three recommendations with one from immediate supervisor
5. Superintendent's Assurance Form
6. Evidence of successful completion of GACE Program Admission usually satisfied with initial certification
(Applicant's not meeting this requirement will be admitted provisionally and required to satisfy the requirement during their first semester of enrollment.)
7. Evidence of Ethics Entry Examination (370)
(Applicants not meeting this requirement will be admitted provisionally and required to complete it during their first semester of enrollment.)
8. Evidence of meeting special education requirement
(Applicants not meeting this requirement will be admitted

provisionally and required to satisfy the requirement during their first semester of enrollment.)

9. Writing sample (Completed during orientation during first semester of enrollment)

10. Currently holding a leadership position.

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 degree and certification requirements.

Program Completion

Students are responsible for making application after completing 15 semester hours of course work. To be eligible for the Ed.S. Degree and recommendation for leadership certification by Albany State University, the student must meet all of the following requirements:

1. Only course 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 useable 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 a Georgia Professional Standards Commission 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 chair of the department.
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 27 hours of course work with at least 50% of the course work being performance. Including a minimum of 750 clock hours of clinical experiences.
6. 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
7. Successfully complete the GACE Ethics Entry Exam
8. Successfully complete the GACE Ethics Exit Exam
9. Successfully complete the Performance Assessment for School Leaders (PASL)

Program of Study

EDAS	6000	Professionalism and Ethics	3
EDAS	6015	Supervision, Curriculum, & Instruction	3
EDAS	6020	Assessment, Evaluation and Continuous Improvement	3
EDAS	6025	Residency I	5
EDAS	6030	Seminar I	1
EDAS	6035	Residency II	5
EDAS	6040	Seminar II	1
EDUC	6000	Research I	3
EDUC	6005	Research II	3

EDUC 6199 Orientation to Educational Specialist Programs 0

completed in EDAS 6681 and EDAS 6702 and one in EDUC 7701.

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 or 6199	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

SCHOOL COUNSELING, M.ED.

The 48 semester hour program School Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and has "approved" status with the Georgia Professional Standards Commission. The mission of the School Counseling Program at Albany State University is to produce professional school counselors who are proactive in promoting educational achievement, career success, mental health, personal, and social development, equity, and access for the individuals that they serve.

The objectives of the Program are:

- Objective 1.** The program will prepare candidates who demonstrate a professional identity consistent with professional counseling, based on an understanding of historical, current, and emerging trends that shape the counseling profession.
- Objective 2.** The program will offer curricular and co-curricular opportunities that provide candidates with opportunities to develop knowledge and skills that are meaningful and relevant for serving a multicultural, pluralistic society in diverse settings.
- Objective 3.** The program will prepare reflective practitioners who integrate theory into practice through the application of counseling, learning, and motivational theories; data driven decision-making; and the infusion of technology.
- Objective 4.** Program candidates will identify systemic barriers that inhibit the maximum development of the populations that they serve and impede their ability to access opportunities and advocate for the removal of these barriers.
- Objective 5** Counseling faculty will develop professional growth and learning opportunities for practitioners in Southwest Georgia and beyond.

Students who successfully complete this program earn the M.Ed. in School Counseling and are eligible for Georgia Certification in School Counseling. Georgia Certification in School Counseling requires that students also pass the GACE I (Program Admission) and the GACE School Counseling (content knowledge) Exams (Tests 103 and 104). To attain the Standard Professional certificate in School Counseling you must pass the GACE content knowledge assessment at the Professional level. Students in School Counseling must maintain appropriate professional dispositions as well as meeting the required academic standards; failure to do either can result in dismissal from the Program.

ADMISSION

The school counseling program admits potential candidates for the summer and fall semesters only. Applicants do not have to

be certified teachers to gain admission to the program. Candidates may be admitted to either degree or certification tracks. All candidates must apply to the Graduate School and to the School Counseling program and complete an interview with the School Counseling Admission Committee.

COURSE OFFERINGS

Upon admission to the counseling program, each student is assigned a Faculty Advisor. The Advisor assists the student with program planning and approval; collaborates with the student to monitor the student's progress; advises in the preparation and maintenance of the student's portfolio; approves selection of courses each semester; determine readiness for practicum and internship (*COUN 5570 and COUN 5595*); and completes the students' course audit for graduation.

Seven hundred (700) hours of clinical field work experiences are required. *Students who enroll in field work classes (COUN 5570 and COUN 5595) are assessed a clinical supervision fee of \$125.00 per class in addition to tuition. Students must provide passing scores on GACE 103 before enrolling in Practicum and GACE 104 before enrolling in Internship. Both a criminal background check and proof of professional counselor's liability insurance are required to enroll in field work classes.*

Courses Required for Certification and Degree Programs

Area A: Foundations (9 hours)

COUN 5501	Lifespan Development*
COUN 5500	Theories of Counseling*
COUN 5600	Ethical and Legal Issues in Counseling
EDUC 5199	Graduate Orientation

Area B: Nature of the Learner (9 hours)

COUN 5506	School Counseling Foundations*
COUN 5528	School Counseling in P-12 Settings
COUN 5520	Multicultural Counseling: Theory and Practice

Area C: Clinical Skills (24 hours)

COUN 5512	Counseling Strategies and Techniques
COUN 5515	Group Counseling and Dynamics
COUN 5517	Family Counseling
COUN 5531	Career Counseling and Development
COUN 5540	Consultation
COUN 5570	Practicum
COUN 5595	Internship
COUN 5610	Crisis Counseling and Intervention

Area D: Research (6 hours)

COUN 5510	Assessment and Appraisal
COUN 5620	Research and Program Evaluation for Counselors
COUN 5596	Thesis

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)

<i>PSYC</i>	5515	<i>Educational Psychology</i>
<i>SPED</i>	5501	<i>Exceptional Children</i>
<i>SPED</i>	5542	<i>Behavior Modification for Special Education Students</i>

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 18; 9 from primary area and 9 from secondary area)

Area C—Mathematics

MGED	5530	Math Concepts of MGED
MATH	5311	Geometry for Teachers
MGED	5532	Meth/Mat for teaching Math 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
EDRG	5594	Intro to Theory and Pedagogy
EDRG	5595	Diag & Prescrip Proc in Rdg
EDRG	5596	Rdg Endorsement Content Area Lit

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	5583	Social Studies for Global Understanding
SSCI	5581	Methods and Materials/Social Science

Area D (3 semester hours)

EDUC	5592	Applied Research in Teacher Education
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AREA E (9 hours)

MGED	5541	Middle School Curriculum
EDUC	5000	Professional Development for Accomplished Teachers
SPED	5501	Exceptional Children
SPED	5512	Char of Child & Youth with Mild LD/BD
EDUC	5000	Educational Statistics

Total: 36 hours

Master of Education in Secondary Education

This program leads to the T-5 certification in mathematics education (6-12), English education (6-12), science education (6-12), and special education (p-12). This program also provides knowledge and skills for teachers to serve in leadership roles in curriculum development, supervision and research in the fields of Secondary Education.

The purpose of the M.Ed. Secondary Education is to promote leadership for all populations. Candidates complete 36 hours of courses designed to augment resourceful and imaginative problem-solving skills for all populations. All classes implement the College of Education's conceptual framework: Reflective 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 Secondary 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 Secondary Education Program requires an undergraduate degree in one of the areas, 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 Secondary Education, they may be required to take additional undergraduate courses before beginning the M.Ed. program in Secondary Education. Students are also governed by the general admission procedures and requirements for the M.Ed. degree program, and they may matriculate in the Secondary Education program under the same categories of admission.

Comprehensive Examination

In partial fulfillment of the M.Ed., in Secondary, 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 Secondary Education program. The exam will address specific objectives from the secondary curriculum and the content concentration.

Program of Study (36 hours)

AREA A: NATURE OF THE LEARNER AND BEHAVIOR PROBLEMS (3 hrs)	
SPED 5501	Exceptional Children
SPED 5542	Behavior Modification for Special Education Students
PSYC 5515	Educational Psychology
AREA B: PROGRAMS AND PROBLEMS OF THE SCHOOL (3 hrs)	
EDUC 5504	History of American Education
EDUC 5540	Curriculum Principles
EDUC 5509	Philosophy of Education

AREA C: TEACHING FIELD (18 hrs) Chosen Content Area*

EDUC 5199	Orientation to Advanced Professional Education ®
AREA D: EDUCATIONAL RESEARCH (minimum 3 hrs)	
EDUC 5592	Applied Research in Teacher Education
EDUC 5500	Educational Statistics
EDUC 5502	Action/Classroom Research

AREA E: ELECTIVES (minimum 9 hrs) Chosen with adviser**	

Total 36: hours

Area C and E Mathematics Courses

MATH 5211	Fundamental Concepts of Analysis I (prereq for MATH 5502)
MATH 5214	Differential Equations
MATH 5113	Modern Algebra I (prereq for MATH 5114)
MATH 5112	Linear Algebra
MATH 5311	Geometry for Teachers
EDUC 5531	Math Concepts for Secondary Schools
MATH 5202	Technology-Oriented Math
MATH 5511	History of Mathematics
MATH 5412	Methods of Statistical Analysis

Area C and E English Courses

ENGL 5304	History of the English Language
ENGL 5500	Bibliography and Research Methods
ENGL 5515	Advanced Exposition for Teachers
ENGL 5600	Shakespeare
ENGL 5606	Medieval Literature
ENGL 5609	Introduction to Linguistics
ENGL 5612	Advanced Grammar and Syntax
ENGL 5621	Lit of the 16 th and 17 th Centuries
ENGL 5632	Restoration and Eighteenth Century Lit
ENGL 5641	Romanticism
ENGL 5650	Modern Drama
ENGL 5652	Victorian Literature
ENGL 5670	Modern British Literature
ENGL 5684	Early American Literature
ENGL 5683	American Romanticism
ENGL 5684	American Realism and Naturalism
ENGL 5685	Southern Literature
ENGL 5686	Modern American Literature
ENGL 5690	African American Literature
ENGL 5696	Contemporary Literature
ENGL 5792	African American Novel
ENGL 5792	African American Drama
ENGL 5908	Literary Criticism
EDUC 5515	Adolescent Literature
EDUC 5524	Methods and Materials in Teaching English
EDUC 5528	Teaching Composition in Sec Schools

Area C and E Science courses

BIOL 5501	Selected Topics in Botany
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BIOL 5502	Selected Topics in Zoology
BIOL 5504	Ecology
BIOL 5506	Genetics
BIOL 5514	Biological Chemistry
ISCI 5515	Integrated Topics in Biology (or BIOL 5515)
BIOL 5519	Plant Biology
ISCI 5500	Integrated Earth Science**
ISCI 5501	Foundations of Physical Science
ISCI 5530	Integrated Physical Science I
ISCI 5531	Integrated Physical Science II
ISCI 5564	Integrated Science Concepts
EDUC 5570	Strategies of Instruction in Science

ISCI 5501 – Integrated Foundations of Physical Science
 ISCI 5515 – Integrated Topics in Biology.
 ISCI 5564 – Integrated Science Concepts

Teacher Leader

EDAS 6681: Recent Trends in Supervision
 EDAS 6702: Educational Leadership and School Improvement
 EDAS 7701: Advanced Educational Research

Area C Special Education Courses

SPED 5510	Char and Instr Stra for Teaching Mildly Disabled
SPED 5545	Ed Assessment of Except Children
SPED 5563	Issues in Interrelated SPED
SPED 5570	Practicum in Interrelated SPED
SPED 5590	Clinical Teaching Reading/Math
EDRG 5595	Diagnosis & Prescriptive Procedures in Rdg

**The following endorsement programs are acceptable course replacements in Area E:

ESOL Endorsement

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

Gifted Endorsement

SPED 5516: Nature and Characteristics of the Gifted
 SPED 5529: Instructional Methods in Gifted Education
 SPED 5536: Curriculum for Gifted Education
 SPED 5545: Educational Assessment of Exceptional Children

K – 5 Mathematics Endorsement

ECEC 5551: Understanding and Teaching Algebra in P-5 Classrooms
 ECEC 5552: Understanding and Teaching Geometry in P-5 Classrooms
 ECEC 5553: Understanding and Teaching Data Analysis and Statistics in P-5 Classrooms

Online Teaching

ETEC 5521: Teaching Online in the K – 12 Setting
 ETEC 5522: Theoretical Foundations of Educational Technology
 ETEC 5523: Online Course Design
 ETEC 5524: Delivery of Instruction in Online Teaching

Reading Endorsement: minimum three-year teaching requirement for endorsement

EDRG 5594: Introduction to Theory & Pedagogy in Rdg
 EDRG 5595: Diagnosis & Prescriptive Procedures in Rdg
 EDRG 5596: Rdg Endorsement Content Area Lit

K – 5 Science Endorsement

ISCI 5500 – Integrated Earth Science

ENDORSEMENTS

The Department of Teacher Education offers several state-approved teaching endorsements. The program is designed for persons who have earned a Master's Degree and wants to add an endorsement to their certificate. All courses in an area must be completed with a grade of at least a "B."

ESOL Endorsement

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

Gifted Endorsement

SPED 5516: Nature and Characteristics of the Gifted
 SPED 5529: Instructional Methods in Gifted Education
 SPED 5536: Curriculum for Gifted Education
 SPED 5545: Educational Assessment of Exceptional Children

K – 5 Mathematics Endorsement

ECEC 5551: Understanding and Teaching Algebra in P-5 Classrooms
 ECEC 5552: Understanding and Teaching Geometry in P-5 Classrooms
 ECEC 5553: Understanding and Teaching Data Analysis and Statistics in P-5 Classrooms

Online Teaching

EETC 5521: Teaching Online in the K – 12 Setting
 EETC 5522: Theoretical Foundations of Educational Technology
 EETC 5523: Online Course Design
 EETC 5524: Delivery of Instruction in Online Teaching

Reading Endorsement: minimum three-year teaching requirement for endorsement

EDRG 5594: Introduction to Theory & Pedagogy in Rdg
 EDRG 5595: Diagnosis & Prescriptive Procedures in Rdg
 EDRG 5596: Rdg Endorsement Content Area Lit

K – 5 Science Endorsement

ISCI 5500 – Integrated Earth Science
 ISCI 5501 – Integrated Foundations of Physical Science
 ISCI 5515 – Integrated Topics in Biology.
 ISCI 5564 – Integrated Science Concepts

Teacher Leader

EDAS 6681: Recent Trends in Supervision
 EDAS 6702: Educational Leadership and School Improvement
 EDAS 7701: Advanced Educational Research

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

Offered: Fall

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

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.

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.

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.

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.

Offered: Summer.

ARTS - 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 - Set 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 - Intro 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 issues and emerging trends among the counseling specialties, counseling professional associations, and affiliated organizations; credentialing requirements and portability, accreditation standards; advocacy, public policy, and ethical codes.

Offered: Fall

COUN 5001 - Intro to Professional Writing (3 credits)

This course focuses on professional writing in the counseling profession. Student are introduced to scholarly writing styles, as outlined in the APA publication manual. Writing and reading scholarly publications 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 counseling research and 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 helps 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 5500 - 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 are discussed and each theory is evaluated with respect to its strengths and weaknesses and applicability to diverse populations and in 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, developmental crises and transitions, family development, and community influences as they relate to optimal and exceptional development. Helping strategies that facilitate optimal development over the lifespan are presented.

Offered: Fall, Summer

COUN 5506 - Foundat of School Counseling (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 is 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: Permission of advisor or Program Coordinator. Prerequisite: COUN 5500

Offered: Fall

COUN 5512 - Counseling Strat & Tech (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. This course is designed to teach basic skills of the helping relationship and the structure of the basic counseling interview. Through skills practice, students develop a better understanding of 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 the dynamics of couples and families, this course provides students with theories, knowledge, and skills related to major models of family counseling and related interventions, as well as the for selecting appropriate modalities for assessment and counseling. Prerequisite: COUN 5512.

Offered: Fall

COUN 5520 - Multicultural Counseling Theor/Prac (3 credits)

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

Prerequisite: COUN 5500

Offered: Spring

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

This course studies counseling 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 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. 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. A criminal background check and proof of professional counselor 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 repeated 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 - Ethic/Legal Issues in Counseling (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

Offered: As Needed

COUN 5610 -Crisis Counseling/Intervention (3 credits)

This course provides an overview of the types and models of crisis interventions. Consideration of organizational, community and client variables, including developmental needs, diversity and cultural issues, as well as primary, secondary, and tertiary prevention, are addressed.

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 Enforcemt Mgmt 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

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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 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 SSSO - 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 Oat (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 develop 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 Educ (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 placed 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 inRdg (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 School (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 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 Foundations 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 Tee (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 laboratory 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 various 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

IIEDP 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 Sci (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 class, 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 - Selected 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 class Rooms, 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 Cone 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. Pre- Requisites: 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 multisystem in the clinical manifestation of the disease process and diagnoses will be delineated. Pre-Requisites: 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&Evaluate (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 Mgt (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 Mgt (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 IO 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 Mgt (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 Pub/Admln (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 Eva! (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 develop and addresses the dilemmas contemporary communities face.

Offered: As needed

PADM 5872 - Exec Policy Maldng (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 Handicapped child (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 mathematical physics, Fourier series, Sturm-Liouville 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 Abos/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 *N*, 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 Substnce Abos 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

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 Education (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 disorder 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