



A black and white photograph capturing a graduation ceremony. In the foreground, a graduate in a dark cap and gown is smiling warmly at the camera. They are holding a diploma in their right hand. To their left, another individual in a blue academic robe with gold stripes is also smiling, holding a diploma in their right hand. The background features a stage with a dark curtain and a banner that reads "ALBANY STATE UNIVERSITY".

**ALBANY STATE
UNIVERSITY
GRADUATE CATALOG
2011-2012**

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

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

Albany State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097, phone (404)679-4500) to award bachelor's, master's and education specialist degrees.

The statements set forth in this catalog are for information purposes only and should not be construed as the basis of contract between students and this institution. While provisions of this catalog will ordinarily be applied as stated, Albany State University reserves the right to change any provision listed in this catalog, including but not limited to, academic requirements for graduation, without specific notice to individual student. Every effort, however, will be made to keep students advised of any such changes.

Information about such changes will be available in the Graduate School office. Students are responsible for keeping apprised of current graduation requirements of their particular degree program.

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ALBANY STATE UNIVERSITY

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ACADEMIC CALENDAR

Office of Academic Services and Registrar Academic calendar

June 1	Deadline to apply for Admission and Readmission for Fall Semester
August 3-5	Faculty and Staff Institute
August 6	Residence Halls open for new students (First-time Freshmen/Transfer) 7:00 a.m. - 5:00 p.m.
August 8	Compass Testing, 8:00 a.m. - 5:00 p.m.
August 9	New Student Orientation for students and parents begins at 8:00 a.m.—Noon. Academic advisement & registration for new students & transfers (August new student orientation participants only) 1:00 p.m. –5:00 p.m. Freshman induction begins at 7:00 p.m.
August 9-14	Welcome Week for New Residential Students
August 10	New Student Registration (8:00 a.m. - 5:00 p.m.)
August 11-12	Registration continues for all students (on campus and on web)
August 12-13	Residence Halls check-in 10:00 a.m. -10:00 p.m. for returning students. (Students that have failed to reserve late check-in and have not checked in by August 13 will be deemed no-shows and are subject to losing their room assignment).
August 15	Classes begin for Full Term and A Term Online; Faculty begin ongoing Attendance Verification Process
August 15-17	Drop/add for Full Term and A Term Online classes. Classes cannot be added after August 17. No refund will be made for classes voluntarily dropped after August 17. (This does not apply to withdrawals from school).
August 18	Fee payment deadline (by 4:00 p.m.) for registered classes
	Faculty Attendance Verification Deadline for Full session and A Term classes
September 5	Labor Day Holiday
September 6	Traditional Classes resume
September 14-15	Graduation Fair - 10:00 a.m.- 4:00 p.m. Reese Student Union
September 15	Graduation Clearance deadline. Deadline to apply for graduation and pay graduation fee for Fall Semester.
	Last Day to drop A Term Online Classes with a grade of "W"
October 3	Classes end for A Term Online
October 4	Grades due in Banner for A Term Online Classes by 3:00 p.m. Classes Begin for B Term Online. Faculty Attendance Verification begins for B Term classes
October 4-5	Mid-term examinations Full Session
October 7	Faculty Attendance Verification Deadline for B Term classes
	Mid-term grades for all students due in Banner by 3:00 p.m.
October 12	Last day to drop a course and withdraw from school with a grade of "W" by 5:00 p.m. for Full Term Classes
October 23-29	Homecoming Week -- (Homecoming - October 29)
October 26	Last day to Drop B Term Online Classes with a grade of "W"
November 7-11	Advisement for Spring Semester
November 14-18	Registration for Spring Semester
November 1	Deadline to apply for Admission and Readmission for Spring Semester
November 15	Deadline to apply for Degree Audit
	Deadline to remove "I" and "IP" grades before automatic "F"
November 23-25	Thanksgiving Holidays
November 28	Traditional Classes resume
December 2	Classes end
December 3,5, 6, & 7	FINAL EXAMINATIONS FOR END OF TERM FOR ALL STUDENTS
December 8	Residence hall check-out (late check-out begins at 3:00 p.m.); prior approval required for late check out or improper check out fee charged (fines begin after 3:00 p.m. without prior approval).
December 9	END OF TERM GRADES DUE IN BANNER BY 3:00 P.M. FOR ALL STUDENTS
December 10	Commencement 9:45 a.m. Albany James H. Gray Civic Center
December 16	Deadline to file Repeat Policy Application for courses repeated Fall Semester. Any forms submitted after the deadline will not be processed.

See page 37 of the undergraduate catalogue (on web) for "WF" policy after the 16 credit hour limit.

Albany State University reserves the right to make changes to the Academic Calendar when necessary.

ALBANY STATE UNIVERSITY

ACADEMIC CALENDAR

Office of Academic Services and Registrar Spring 2012 Academic Calendar

November 1	Deadline to Apply for Admission and Readmission
January 4	Residence Hall check-in; New Students (Freshmen and Transfer) 8:00 a.m.-NOON. COMPASS Testing 8:00 a.m. - NOON. New Student Check-in is available 8:00 a.m. - 1:00 p.m., ACAD Lobby. New Student Orientation (1:00 p.m. - 5:00 p.m.) Acad Auditorium.
January 5	Academic Advisement and Registration for New Students Only, 8:00 a.m. - Noon; Academic Advisement and Registration for returning students 1:00 p.m. - 5:00 p.m.
January 5-6	Residence Hall check-in Returning Students 10:00 a.m. - 10:00 p.m. (Students that have failed to reserve late check-in and have not checked in by January 6 will be deemed no-shows and are subject to losing their room assignment).
January 6	Registration continues for all students (on campus and on web)
	Classes begin for Full Term and A Term Online; Faculty begin on-going Attendance Verification Process
January 11-12	Drop/add for Full Term, A Term and B Term Online classes. Classes cannot be added after January 12. No refund will be made for classes voluntarily dropped after January 12. This does not apply to withdrawals from school.
January 13	Fee payment deadline (by 4:00 p.m.) registered classes
	Faculty Attendance Verification Deadline for Full term and A Term Online Classes
January 16	Dr. Martin Luther King Jr. Convocation
	Dr. Martin Luther King Jr. Holiday observed
January 17	Traditional classes resume
February 2	Last day to drop & withdraw from school with a grade of "W" by 5:00 p.m. for A Term Online Classes
February 16-17	Mid Term Examinations Full Term Classes
February 20	Mid Term Grades due in Banner by 3:00 p.m. for Full Term Classes
February 22-23	Graduation Fair 10:00 a.m. - 4:00 p.m. - Reese Student Union
February 23	Graduation Clearance deadline. Deadline to apply for graduation and pay graduation fee for Spring Semester.
	Last day to drop a course and withdraw from school with a grade of "W" by 5:00 p.m. for Full Term Classes
March 1	Classes end for A Term Online
March 2	Classes Begin for B Term Online. Faculty Attendance Verification begin for B Term Online Classes
March 5	Grades due in Banner for A Term Online Classes by 3:00 p.m.
March 9	Faculty Attendance Verification Deadline for B Term Classes
March 10-18	Spring Break
March 19	Traditional classes resume
March 23	Honors Day Convocation
April 2	Deadline to Apply for Admission and Readmission for Summer Semester
	Last day to drop & withdraw from school with a grade of "W" by 5:00 p.m. for B Term Online Classes
April 6	Founder's Day
	Deadline to remove "I" & "IP" grades before automatic "F"
April 9-13	Advisement for Summer and Fall Semesters
April 16-20	Registration for Summer and Fall Semesters
April 27	Classes end
April 28, 30, May 1, 2	FINAL EXAMINATIONS FOR END OF TERM FOR ALL STUDENTS
May 3	Residence hall check-out (late check-out begins at 3:00 p.m.); prior approval required for late check out or improper check out fee charged (fines begin after 3:00 p.m. without prior approval).
May 4	END OF TERM GRADES DUE IN BANNER BY 3:00 P.M. FOR ALL STUDENTS
May 5	Commencement 9:45 a.m., Albany James H. Gray Civic Center
	Deadline to file Repeat Policy Application for courses repeated Spring Semester. Any forms submitted after the deadline will not be processed.
May 11	Deadline to Apply for Degree Audit for Spring Semester 2013
July 2	Deadline to Apply for Degree Audit for Summer Semester 2013
November 30	Deadline to Apply for Degree Audit for Summer Semester 2013

See page 37 of the undergraduate catalogue (on web) for "WF" policy after 16 credit hour limit.

Albany State University reserves the right to make changes to the Academic Calendar when necessary.

NOTE: (Spring Break for Online is at discretion of professor)

HISTORY OF THE ALBANY STATE UNIVERSITY GRADUATE SCHOOL

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

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

The Master of Public Administration 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.

ASU Mission Statement

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

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

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

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

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

- Collaborative relationships with other system institutions, state agencies, local schools and technical colleges, and business and industry, sharing physical, human, information and other resources to expand and enhance programs and services to the citizens of Georgia.

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

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

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

- Providing quality educational experiences for underserved populations in the region, state and nation;
- Promoting and preserving the historical and culturally distinctive traditions which define African-American culture;
- Offering a comprehensive array of programs in health care services, community development, human disabilities, cultural enhancement, business and economic development, international trade and entrepreneurship;
- Graduating marketable students not only through technologically advanced academic programs but also through undergraduate research, studies abroad, internships, service learning and developmental pre-professional experiences;
- Improving the quality of life of African American males via the educational, research, intervention and service programs coordinated through the Center for the African American Male.
- Technology to advance educational purposes, including instructional technology, student support services and distance education;
- Collaborative relationships with other system institutions, state agencies, local schools and technical colleges, and business and industry, sharing physical, human, information and other resources to expand and enhance programs and services to the citizens of Georgia.

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- A high quality general education program supporting a variety of disciplinary, interdisciplinary and

professional academic programming at the baccalaureate level, with selected master's and education specialist degrees, and selected associate degree programs based on area need and/or inter-institutional collaborations;

- A commitment to public service, continuing education, technical assistance and economic development activities that address needs, improve the quality of life and raise the educational level within the university's scope of influence;
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- Graduating marketable students not only through technologically advanced academic programs but also through undergraduate research, studies abroad, internships, service learning and developmental pre-professional experiences;
- Improving the quality of life of African American males via the educational, research, intervention and service programs coordinated through the Center for the African American Male.

GRADUATE SCHOOL MISSION

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

The Graduate School brings an institution-wide perspective to all post-baccalaureate endeavors. It establishes, through its faculty, a set of policies that defines 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 multidisciplinary and holistic approach to learning, graduate research involves students, faculty and applicable stakeholders in addressing policy issues and solving local, regional and global socioeconomic, political and environmental problems. Upon graduation, students possess the measurable competencies and knowledge required to contribute successfully to their organizations and communities, enhancing their own lives and improving the quality of life and opportunities for others. Publications in scholarly journals and books document the results of research and the improvements made to the quality of life of citizens living throughout Georgia and the Southeastern United States.

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

priority.

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

DESCRIPTION OF OFFERINGS

The Graduate School is the fifth academic unit of the University and grants the Master's degree in Education (M.Ed.), Nursing (M.S.), Public Administration (M.P.A.), Business Administration (M.B.A.), and Criminal Justice (M.S.), Master of Social Work (M.S.W.) and the Education Specialist degree (Ed.S.) in Educational Leadership. The Graduate School also collaborates with Valdosta State University in offering the Ed.D. degree.

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

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

Master of Science Degree (M.S.)

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

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

The M.S.W. 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.N. degree in Nursing is offered by the College of Health Professions with concentrations for the 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, music education, science education (Broad field biology and chemistry), school counseling and special education. *Music and English Education are not accepting applications at this time.*

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

The M.P.A. degree is offered by the Department of History, Political Science and Public Administration. Concentrations are offered in human resources administration, public policy, community development and health administration policy.

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

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

GENERAL ADMISSION POLICIES

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

Baccalaureate Degree

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

Grade-Point Average

Applicants for regular admission status must have earned a minimum grade-point average of 2.5/4.00 at the undergraduate level calculated on all work attempted. The education specialist degree program requires a minimum 3.25 grade-point average on all work at the Master's level. The Master of Science in Nursing degree program requires an earned undergraduate grade-point average of 3.00. (See individual program information for specific requirements).

Standardized Test Requirement

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

ADMISSION REQUIREMENTS

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

1. A completed official application form. (Application form is available from the Graduate School [Web site at www.asurams.edu](http://www.asurams.edu))
2. A \$20 non-refundable application fee.
3. Official transcripts from all colleges attended.
4. Graduate Record Examination (GRE), Miller Analogies Test (MAT) or Graduate Management Admission Test (GMAT) scores. Test score time limit is five (5) years.
5. Two current letters of reference. (See individual program information for specific requirements).
6. Pre-Entrance Medical Record and Certificate of Immunization.
7. All Nursing applicants must submit copies of their malpractice insurance and their License to Practice as a nurse in the state of Georgia. (See Nursing program for more information).
8. A Georgia Teaching Certificate required for all Education majors except School Counseling.

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

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

Faculty members at ASU may be allowed to enroll in graduate classes with an approved graduate application by the graduate dean and academic officials. However, they are prohibited from taking classes in their assigned academic department. If a faculty member is interested in pursuing a specific graduate degree, then he or she is encouraged to matriculate at another university.

Falsifying admission information and related documentation will result in immediate termination from the graduate program at Albany State University.

CATEGORIES OF ADMISSIONS

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

Regular Admission

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

Provisional Admission

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

1. An undergraduate degree from a regionally accredited college or university with an undergraduate major in, or prerequisites for, the planned field of study, where applicable.
2. An undergraduate grade-point average of at least 2.2.
3. A score on the MAT of no less than 374 (27); a score on the Aptitude Test of the GRE of no less than 700; or an appropriate score on the GMAT in accordance with program criteria.

A student satisfying nine semester hours of course work in provisional status with no grade of less than "B" may



be admitted to regular admission. Otherwise, the student's enrollment is terminated. *Individual programs of study may have higher provisional admission standards.*

Transient Admission

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

Non -Degree Admission

No student will be allowed to take more than nine (9) hours in non-degree status. If a student has not gained eligibility for provisional or regular status by the time the nine hours are completed, then the student will be automatically dropped from the program.

A student admitted to a graduate certification program may earn more than nine credit hours; however, only nine hours will be accepted toward the master's degree.

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

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

Change in Status

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

Appeals of Admission Status

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

Change of Degree Program

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

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

Full-Time Status

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

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

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

- Fall Semester: July 1 is the last day to complete an application file.
- Spring Semester: November 1 is the last day to complete an application file. Summer Semester: April 1 is the last day to complete an application file.
- International students must complete an application file at least two months prior to the term they wish to begin study. See section below on "Admission of International Students."

Admission of International Students

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

The Graduate School
Albany State University
504 College Drive
192 ACAD Building
Albany, GA 31705-2797
Telephone: (229) 430-5118 or (229) 430-4862
E-mail: rhonda.mcclendon@asurams.edu

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

1. Submit his or her application for admission at least two months prior to the term in which he or she wishes to begin study at Albany State University.
2. Submit official original language and English (translated) copies of college or university transcripts, as records of past academic work, along with copies of academic degrees and certificates that the applicant has received. To be considered official, these transcripts must be submitted directly from the educational institutions to the Graduate School.
3. Submit official results from the Graduate Record Examination or the Graduate Management Admissions Test, or other standardized tests required by the graduate program to which the applicant is seeking admission. See "Admission Requirements" for specific programs.
4. Demonstrate English language proficiency. Acceptable evidence of proficiency is successful completion of the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 or satisfactory completion of a Bachelor's degree from an accredited U.S. college or university and/or the country of origin's official language is English.
5. Furnish evidence of adequate financial support on the Affidavit of Support form. The applicant must provide an official statement from an authorized bank certifying that sufficient funds are available to the student to cover costs of University fees and general living expenses for one academic year of study in the United States. Immigration and Naturalization Form I-20 will not be issued until the international applicant has submitted the required evidence of financial support. Students need to pay one full year's tuition in advance at the time of admissions.
6. Carry a full program of studies (at least nine semester hours) upon admission and matriculation. The United States Immigration and Naturalization Service regulations require that students holding an "F" or "J" visa carry a full program of study.
7. Be covered by an insurance plan. Due to the high cost of health care in the United States, it is for the benefit of all international students that they have some type of health insurance coverage. (Students who do not already have some type of coverage when they arrive at Albany State University must enroll in a plan immediately upon admission.)

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

OTHER ACADEMIC POLICIES

Readmission Following Scholastic Termination

A graduate student who has been excluded from the institution for academic reasons will not ordinarily be readmitted. A student who petitions this rule must have been out of the institution for at least 12 months. Said petition 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 University under any

circumstance.

Degree Requirements

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

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

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

Planned Degree Programs of Study

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

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

Academic Standards

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

Grading System

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

The official grades with the meanings and quality points follow:

- "A" EXCELLENT: Four quality points are allowed for each semester credit hour.
- "B" GOOD: Three quality points are allowed for each semester credit hour.
- "C" SATISFACTORY: Two quality points are allowed for each semester credit hour
- "D" LOWEST PASSING GRADE: One quality point is allowed for each semester credit hour.
- "F" FAILURE: This mark indicates poor scholastic work or failure to officially withdraw from the course. In such cases, students must take the required courses at the next opportunity. Students may repeat an elective course if desired. No quality points are allowed.
- "I" This symbol indicates that a student has completed the major portion of the requirements for a given course, but for reasons beyond expected control (such as illness or family emergency), could not complete the course requirements. Normally, incomplete grades must be removed by the end of the first semester following the awarding of the incomplete. If an "Incomplete" is not satisfactorily removed after two semesters of matriculation, the symbol "I" will be changed to "F." To remove an "Incomplete," the student must secure a permit from the Registrar's Office and submit it to the instructor. The instructor will execute a Request to Remove an Incomplete form and submit it to the Office of the Vice President of Academic Affairs for approval.
- "IP" This symbol indicates that credit has not been given in courses that require a continuation of work beyond the term for which the student signed up for the course. The use of this symbol is approved for dissertation and thesis hours and project courses. Students may enroll in and take courses in which the "IP" symbol is awarded for up to three successive terms. With the exception of Learning

ADMISSION & POLICIES

Support and Regents' Test remediation courses, this symbol cannot be used for other courses. If the student has not completed the course(s) after three successive terms, the student must request and be granted approval to re-enroll in the course(s) by the Department Chair, Dean and Vice President for Academic Affairs. This symbol cannot be substituted for an "I" (incomplete).

"W" This symbol indicates that a student was permitted to withdraw without penalty. Withdrawals without penalty will not be permitted after the midpoint of the total grading period (including final examinations,) except in cases of hardship as determined by the Vice President for Student Affairs.

"S" This symbol indicates that credit has been given for completion of the degree requirements for work other than academic. Use of this symbol is approved for dissertation and thesis hours, student teaching, clinical practicum, internships and proficiency requirements in grade programs. Exceptions to the use of this symbol for academic course work must be submitted to the Chancellor for approval.

"U" This symbol indicates unsatisfactory performance in a student's attempt to complete degree requirements other than academic. The use of this symbol is approved for dissertation and thesis hours, student teaching, clinical practicum, internship and proficiency requirements in graduate programs. Exceptions to the use of this symbol for academic coursework must be submitted to the Chancellor for approval.

"V" This symbol indicates that a student was given permission to audit a course. Students may not transfer from audit to credit status or vice versa during a single semester.

"K" This symbol indicates that a student was given credit for the course via a credit by examination program approved by the respective institution's faculty (CLEP, AP, Proficiency, etc.).

Withdrawal from the University

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

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

Scholastic Warning

A graduate student whose cumulative grade-point average falls below 3.0 or who otherwise fails to maintain the level of academic performance required by the University and the department that offers the degree program will receive a letter of scholastic warning from the institution.

Scholastic Termination

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

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

Academic Advisement

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

Residence Classification

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 Registrar's Office. Supporting documents and petition should be returned by July 1 for Fall Semester, November 15 for Spring Semester and May 1 for Summer Semester.

Legal Residency Requirements

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

1. (a) If a person is 18 years or older, he or she may register as a resident student only upon showing that he or she has been a legal resident of Georgia for a period of at least 12 months immediately before the date of registration. (b) No emancipated minor or person 18 years of age or older shall be deemed to have gained or acquired in-state residence status for fee purposes while attending any educational institution in this state, in the absence of a clear demonstration that he or she has in fact established legal residence in this state.
2. If a person is under 18 years of age, he or she may register as a resident student only upon showing that his or her supporting parent or guardian has been a legal resident of Georgia for a period of at least 12 months immediately preceding the date of registration.
3. If a parent or legal guardian of a minor changes his or her legal residence to another state following a period of legal residence in Georgia, the minor may continue to take courses for a period of 12 consecutive months on the payment of in-state tuition. After the expiration of the twelve-month period, the student may continue his or her registration only upon the payment of fees at the out-of-state rate.
4. In the event that a legal resident of Georgia is appointed as guardian of a nonresident minor, such minor will not be permitted to register as an in-state student until the expiration of one year from the date of court appointment and then only upon a proper showing that such appointment was not made to avoid payment of the out-of-state fees.
5. Aliens shall be classified as nonresident students; provided, however, that an alien who is living in this country under an immigration document permitting indefinite or permanent residence shall have the same privilege of qualifying for in-state tuition as a citizen of the United States.
6. Waivers: An institution may waive out-of-state tuition for:
 - (a) nonresident students who are financially dependent upon a parent, parents or spouse who has been a legal resident of Georgia for at least 12 consecutive months immediately preceding the date of registration; provided, however, that such financial dependence shall have existed for at least 12 consecutive months immediately preceding the date of registration;
 - (b) international students, selected by the institutional president or his or her authorized representative, provided that the number of such waivers in effect does not exceed one percent of the equivalent full-time students enrolled at the institution in the fall semester immediately preceding the semester for which the out-of-state tuition is to be waived;
 - (c) full-time employees of the University System, their spouses and their dependent children;
 - (d) medical and dental residents and medical and dental interns at the Medical College of Georgia.
 - (e) 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;
 - (f) 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;
 - (g) 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.
 - (h) selected graduate students at university-level institutions.
 - (i) students who are legal residents of out-of-state counties bordering on Georgia counties in which an institution of the University System is located and who are enrolled in said institution.

A student who is classified as a resident of Georgia must notify the 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

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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 Registrar, Albany State University, Albany, Georgia 31705.

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Attendance Policy

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

Cheating and Plagiarism

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

Commencement Exercises

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

Comprehensive Examination

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

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

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

Correspondence Credit

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

Credit Load

The normal full load for a graduate student who is not on a graduate assistantship is 9-13 hours (assistantship, 9 hours). Overload must be approved by the department chair and Dean of the Graduate School. In no case shall overloads exceed 16 graduate hours.

Diploma or Transcript Issuance

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

Directed or Individual Study Credit Limits

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

Disruptive and Obstructive Behavior

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

The Board of Regents stipulates that any student, faculty member, administrator or employee, acting

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

Family Educational Rights and Privacy Act of 1974 Compliance

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

Full-Time Status

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

Grades

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

Graduation Requirements

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

Residence Requirements

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



FINANCIAL INFORMATION

Fee Payment Policy

All fees are payable by the registration deadline published for each semester. Payments may be made in cash or by check payable in U.S. currency and drawn on a financial institution located in the State of Georgia. Albany State reserves the right to determine the acceptability of checks, and all checks not drawn as above will be returned to the remitter. Money orders, certified checks, traveler's checks, MasterCard, 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).....	\$154.00 per hour
Non-Resident Tuition (Fewer than 9 hours per semester credit hour).....	\$614.00 per hour

Fees and Expenses Beyond Matriculation Fees

Parking (Motor Vehicle) Fee.....	\$8.00
Graduation Fee.....	\$111.00
Applied Music (per course) Fee.....	\$65.00
Transcript Fee.....	\$3.00
Health Service Fee.....	\$45.00
Student Activity Fee.....	\$46.00
Student Athletic Fee.....	\$152.00
Technology Fee.....	\$38.00
Late Registration Penalty Fee (Failure to register within the dates set) first day (Thereafter, the late fee increases \$5 each subsequent day to deadline date).....	\$35.00
Returned Check Fee (Or 5% of face amount of check, whichever is greater).....	\$20.00

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

Office of Fiscal Affairs
Albany State University
Albany, Georgia 31705

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

GENERAL REFUNDS

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

A student is eligible to retain only the percentage of Title IV aid disbursed that is equal to the percentage of the enrollment period completed by the student. The unearned Title IV aid must be returned to the appropriate federal aid program(s). Students who withdraw from the institution when the calculated percentage of completion is greater than 60 percent are not entitled to a re-fund of any proportion of institutional charges, and no Title IV aid needs to be

returned. When one withdraws prior to the first day of class, he/she is entitled to a 100 percent refund. A refund of all tuition and other mandatory fees shall be made in the event of death of a student at any time during the academic year.

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

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

Non -Refundable Fees

The following fees are non-refundable:

Admission Fee

Graduation Fee

Music Fee

Parking Fee

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

Application Processing Fee

Upon application to a graduate program or for certification, an applicant to the Graduate School must submit a non-refundable application fee of twenty dollars (\$20). The application fee does not apply toward registration fees.

Graduation Fee

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

Matriculation Fee

The tuition charge is \$111 per semester hour of credit. The cost to audit a course is the same as that for credit.

Student Motor Vehicle Parking Fee

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

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

A student parking permit costs \$15 annually and must be purchased by the deadline posted by the Office of Public Safety. Payment should be by cash or check pre-approved by the Business Office. Temporary permits are available for persons having previously purchased permits or occasionally driving other vehicles.

Out-of-State Fee

Students who are not residents of Georgia must pay an out-of-state tuition fee in addition to all other fees. The out-of-state fee charge is \$614 per semester hour or \$7,669 maximum tuition charge per semester.

Student Activity Fee

A comprehensive fee of \$281 is required of any student enrolled for six or more semester hours. This fee entitles the student to special admission rates to lyceum features, athletic events, etc., as well as use of the University Health Services.

Transcript Fee

Students may request "student copies" or "transmittal of office copies" of their permanent academic listing of credits (transcripts) at the Office of the Registrar. No fee is charged for the first copy. A fee of \$3 (three dollars) is

FINANCIAL INFORMATION

charged for each additional transcript. Five to seven working days should be allowed for the processing of an "official" transcript. ASU transcripts may be ordered for the student's Graduate School file through the Graduate School Office at no charge.)

FINANCIAL ASSISTANCE

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

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

Financial Aid Application Procedures

Complete the Free Application for Federal Student Aid (FAFSA). The FAFSA can be completed on the Web at www.fafsa.ed.gov or by completing the paper FAFSA application, which is available in the Financial Aid office.

SOURCES OF FINANCIAL AID

Graduate Assistantship

The University offers a limited number of graduate assistantships worth \$8,000 per year. A graduate assistant works 19 hours a week and receives in return a stipend of \$4,000 per semester, excluding summer semester. The work performed should be of professional nature and involve research support of faculty as much as possible. Tuition and fees are deducted from the stipend, and the balance is paid to the assistant in monthly installments. Application for all graduate assistantships should be made through the Graduate School Office.

Regents' Opportunity Scholarship

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

HOPE Teacher Scholarship Program

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

- English Education (grades 7-12)
- Middle Grades Education (grades 4-8) with primary concentration in Math, Science or Math and Science. Mathematics Education (grades 7-12)
- Science Education (grades 7-12): Broad Field Science, Biology, Chemistry, Earth/Space or Physics Foreign Language Education (grades P-12)
- Education of Exceptional Children (grades P-12): Behavior Disorders, Hearing Impaired, Interrelated Special Education, Learning Disabilities, Mental Retardation & Orthopedically Impaired
- Business Education (grades 7-12)
- Early Childhood Education (grades P-5) (Contact the department for additional areas.)

Georgia Student Finance Authority (GSFA) Direct Student Loans

Legal residents of Georgia may apply for service cancelable loan assistance for professions in which there is a critical manpower shortage in Georgia. Currently the area in which Albany State University participates is the health field - nursing (graduate and undergraduate). The maximum loan amount per academic year is \$2,000. The Free Application for Federal Student Aid Form (FAFSA) is required.

Federal Perkins Loans

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

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

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

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

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

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

Veterans Assistance Program

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

The veteran or other eligible persons are advised to have money available to cover his or her in advanced payment with the VA.

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

Satisfactory Academic Progress

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

Qualitative Measurement

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

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

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

Graduate Status

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

Quantitative Measurement

In addition to maintaining the required academic standards (grade-point average), students' progress toward

FINANCIAL INFORMATION

completion of an academic degree is measured by three criteria:

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

Minimum Percentage of Credit Hours Completion

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

Maximum Time Frame Completion

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

Other Conditions Governing SAP Progress

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

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

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

Students enrolled in learning support and Regents' courses will have their first 30 credit hours of learning support or Regents' course work excluded from the maximum time frame calculation. Learning support and Regents' credit hours in excess of 30 credit hours will be included in the calculation of the maximum time frame and the required minimum (67 percent) percentage of the credit hour completion.

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

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

Mandatory Academic Remediation Coursework

Students enrolled in Learning Support and/or Regents' courses are eligible to receive financial aid for a maximum of 30 hours of academic credit. If these courses must be taken beyond 30 hours of academic credit, students must enroll at their own expense. If an appeal is granted through the appeal process, then the student may receive financial aid to cover the cost of the remedial classes.

Learning Support students' SAP will begin at the evaluation period following the students' successful completion of the Learning Support Program.

Reinstatement of Financial Aid

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

- Completing 6 or more semester hours at their own expense with a minimum semester grade-point average of 2.50 (undergraduate) and 3.0 (graduate) at Albany State University. Under-graduate students enrolling

for 3-5 semester hours must earn a minimum semester grade-point average of 3.0. Grades will be reviewed at the end of the next evaluation period.

- Readmitting to the University after an extended break in enrollment (five years or more) will allow the student to be placed on a probationary status.
- Accomplishing a successful appeal through the process described below.

Appeals Process

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



ALBANY STATE UNIVERSITY

DEGREE PROGRAMS

MASTER OF BUSINESS ADMINISTRATION

Introduction

The College of Business offers the General Master of Business Administration (MBA) Degree program. The MBA is a 30-semester hour graduate degree program. MBA candidates have the opportunity to acquire the knowledge, skills, and leadership capacity to perform effectively in complex and rapidly changing environments. They are able to develop strategies and to respond proactively to business challenges and opportunities. Graduates learn to integrate functional expertise in seamless organizations and to create 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.

The MBA Mission

The faculty and staff of the College of Business are firmly committed to offering an academically rigorous educational process for business professionals who seek advancement to middle and upper level management positions. The MBA program's fundamental purpose is to develop professional managers/leaders capable of making valuable contributions to the system of diversity 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 and other technological advances, such as online courses, the program reaches out to business professionals throughout the country and the world.

Philosophy

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

- Understand basic business and managerial functions.
- Develop strategic management system including vision, mission and long-term objectives.
- Gain working familiarity with functional business areas.
- Contribute significantly to the success of the organization and its growth.
- Value workforce diversity and demonstrate such commitment through leadership.
- Teach, coach and mentor others to become effective leaders.

Objectives

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

- To develop functional area competence in professional business-related disciplines such as accounting, economics, finance, information systems, management and marketing;
- To provide the broad perspectives needed to effectively manage change in a globally interdependent, highly diverse economy;
- To deliver an integrated, cross-functional program that enables leaders/managers to understand, critically evaluate and contribute to organizational culture, systems and policy;
- To enhance the interpersonal, communication and analytical skills necessary to work effectively in teams and networks; and

Accreditation

Albany State University, through its College of Business, is nationally accredited by and is a member of the Association of Collegiate Business Schools and Programs (ACBSP). The accreditation is for offerings at the graduate level, the Master of Business Administration (MBA) and at the undergraduate level, the Bachelor of Science degrees in

accounting, business information systems, management and marketing. In addition, the MBA is included as part of the regional institutional accreditation given to Albany State University by the Southern Association of Colleges and Schools (SACS).

Physical Facilities and Resources

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

Admission Requirements

The College of Business seeks to continually upgrade the quality of its programs and the quality of its students. All students must meet the following requirements before acceptance into the MBA program:

- Baccalaureate degree earned in any field from an accredited college or university;
- Satisfactory completion of the GMAT score of 450 and above for those without earned master's degrees or higher;
- Submission of completed application for admission;
- An official copy of academic transcripts; and
- Two letters of reference that focus on the candidate's potential success in graduate education.

International Student Requirements

International applicants are strongly encouraged to apply for admission to Gardner-Webb University's Graduate School of Business. In addition to the standard application procedure there are several additional steps that must be taken.

- a) Statement of Financial Responsibility*
- b) Affidavit of Support
- c) TOFEL-Must be submitted unless English is the native language. Minimum scores: 500 paper based; 173 computer based; 61 internet based
- d) 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
- e) VISA/PASSPORT copy
- f) Certificate of F-1 eligibility
- g) I-20 (if you are coming from another U.S. institution, a copy of your I-94 and I-20 are required) Once the applicants 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 2.5 on a 4.0 scale and who score a minimum of 450 on the Graduate Management Admission Test (GMAT)

Provisional Admission

"Provisional Admission" is granted to those applicants who fail to meet the minimum GMAT requirements for regular admission. To be accepted provisionally, the applicant must achieve a minimum score of 900 based on the following formula: $(GPA \times 200) + GMAT \text{ Score} > 900$, providing that the GMAT score is no less than 400. 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.)

Non-Degree Admission

Applicants who seek only 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 at ASU. No GMAT score is required.

BUSINESS ADMINISTRATION

The applicant must have either earned a baccalaureate degree or have senior undergraduate standing with at least a 3.0 GPA and approval of the Dean of the College of Business.

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

Non-degree status allows a student to develop proficiency in a particular area of interest or to work on certifications; it is not a type of admission to the MBA Program. Students unable to do "B" work in their courses will not be allowed to continue in non-degree status.

Transient Admission

MBA or master students in good standing at another graduate level degree program 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 School 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 Registrar's Office.

Independent Study Courses

MBA students in regular admission status may take a single independent study course (BUSA 6100, ECON 6100, MKTG 6100) and only after having completed 12 hours of graduate work. This course must be repeated if a grade of "C" is earned. A signed memorandum must be completed with the responsible instructor before beginning the course and the memo must be submitted to the MBA Chair. The memorandum outlines the scope and requirements of the independent study including a detailed syllabus.

MBA Prerequisites

For those students without a Bachelor of Science Degree in Business Administration, the following prerequisites are required:

ACCT 2100 Accounting for Non-business Majors, or Principles of Accounting I and II or ACCT 5200

ECON 3205 Economic and Business Statistics or ECON 5200

ECON 2201 Survey of Economics, or Principles of Macroeconomics and Principles of Microeconomics, or ECON 5200

FINC 3105 Foundations of Financial Management or ACCT 5200

MGMT 4110 Organizational Behavior or MGMT 5200

MKTG 3120 Principles of Marketing or MGMT 5200

MBA Core Curriculum (21 Semester Hours)

ACC	6101	Accounting Analysis	(3 hrs)
ECO	6106	Economics for Managers	(3 hrs)
FINC	6101	Financial Management	(3 hrs)
MG	6108	Quantitative Methods for Managers	(3 hrs)
MG	6110	Organizational Behavior	(3 hrs)
MG	6199	Business Policy and Strategic Management	(3 hrs)
MKT	6170	Marketing Management	(3 hrs)
Business electives			(9 hrs)
Total hours			30 hrs

OTHER PROGRAM REQUIREMENTS

Academic Standing

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

Scholastic Termination

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

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

Credit Load

The normal MBA course load is 6 hours per semester with full-time students taking up to 12 hours. Authorization from the Chair of the Program in the College of Business is required for course load above 12 semester-hours.

Comprehensive Exam

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

Time Limit for Completion of Degree

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

- For graduate-level courses, only those in which a grade of "B" or better was earned and
- For undergraduate-level courses, only those in which a passing grade of "C" or better was earned will be authorized.
- Course work offered for transfer credit must not have been used in fulfillment of another degree.
- Acceptance of transfer credit cannot reduce the residency requirement of 27 graduate semester credit hours.
- At the time of application, a petition for transfer credit must be filed with the MBA Director along with a copy of the course description for the institution's academic catalog.

DEGREE PROGRAMS

FIVE-YEAR BS/MBA DEGREE IN ACCOUNTING

Objectives of the Program

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

The major objective of the program is to prepare students professionally for accounting positions in business corporations and in non-profit organizations. Professional accounting firms require internships and they prefer graduates from 150-hour accounting programs. Also,

the program aims to prepare students for business development and ownership in accounting. By employing contemporary technologies and innovative techniques in the program, students will develop the abilities and market-driven traits to succeed in their business endeavors. Thus, this program is designed to “provide an innovative educational program to meet the needs of our diverse student population” and to “enhance the role of the University as a leader in providing quality business education”.

Admission Requirements

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

- Successfully complete all courses in areas A-F.
- Successfully complete the following courses with a minimum grade of “C” in each and an overall grade point average of 3.0:
 - ACCT 2101 – Principles of Accounting I
 - ACCT 2102 – Principles of Accounting II
 - ECON 2105 – Principles of Macroeconomics
 - ECON 2106 – Principles of Microeconomics
 - ECON 3205 – Economic/Business Statistics
 - MGMT 3105 – Legal Environment of Business
 - MGMT 3106 – Management Science & Operations Management
 - MGMT 4205 – Management Information Systems
 - MKTG 3120 – Principles of Marketing
- Complete ACCT 3101–Intermediate Accounting I, ACCT 3102–Intermediate Accounting II, and ACCT 3103–Intermediate III, with a grade point average of 3.0 in these three courses and a minimum grade of “C” in each, without repeating any of these courses.
- Apply during junior year (admitted after at least 90 semester hours completed) with at least 24 semester hours completed at Albany State University. Courses completed at ASU must include at least 12 upper division (3000 or 4000 level) credit hours.
- Minimum composite score of 450 on the GMAT and a minimum cumulative GPA of 3.0 in all undergraduate courses attempted.

Special Features of the Program

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

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

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

A total of 151 semester hours is required for earning the BS Degree (Accounting) and the MBA Degree

BUSINESS ADMINISTRATION

(Accounting Concentration), including 36 semester hours of graduate work as follows:

Course Numbers	Course Titles	Credit Hours
ACCT 6102	Managerial/Cost Accounting	3
ECON 6106	Economics for Manager	3
FINC 6101	Financial Management	3
MGMT 6108	Quantitative Methods for Managers	3
MGMT 5110	Organization Behavior	3
MGMT 6199	Business Policy and Strategic Management	3
MKTG 6170	Marketing Management	3
ACCT 6108	International Accounting	3
ACCT 6000	Internship in Accounting	6
Electives:		
ACCT 6112	Advanced Auditing I	3
ACCT 6132	Advanced Accounting II	3
Total Hours		36

For information, you may contact:

Dr. Jonathan Elimimian, Chair
College of Business
Albany State University
Albany, Georgia 31705
Phone: (229) 430-4779
Fax: (229) 430-5119
E-mail: Jonathan.Elimimian@asurams.edu

THE MBA FACULTY

Akella, Devi, Ph. D., University of Leeds. Specialty: Organizational Behavior

Bennett, Cynthia, Ph. D., Ohio University. Specialty: Business Communication and Business Ethics

Elimimian, Jonathan, Ph. D, DBA, Atlanta University Now (CAU); Specialty: Institutional Research; Alliant (USIU) International University. Specialty: Marketing Strategy and Intl. Business; Program Chair

Jaramillo, Juan, Ph.D., West Virginia University. Specialty: Decision Science/Operations Management and Logistics

Jeng-Hong Chen, PhD; University of Memphis TN, Specialty: Finance

Nwaokoro Amaechi, Ph.D. University of Oklahoma. Specialty: Labor & Industrial Economics.

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

Snyder, Don, Ph.D., Texas A&M University. Specialty: Marketing and Logistics Management.

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

DEGREE PROGRAMS

COURSE DESCRIPTIONS

ACCT 5200 ACCOUNTING/FINANCIAL MANAGEMENT CONCEPTS1(1-0)

An overview course of financial and managerial accounting and financial management. This is an accelerated prerequisite MBA course for ACCT 6102 and FINC 6101. Waivers will be granted to students who have completed ACCT 2101, ACCT 2102, and FINC 3105 or equivalent courses with grades of "C" or better. PASS/FAIL Grading.

ACCT 6000 — INTERNSHIP IN ACCOUNTING.....3(3-0)

Provides an opportunity for students to gain practical experience while working in a business or governmental agency.

BUSINESS ADMINISTRATION

Students are required to work full-time in their area of concentration during a summer term or semester. Internship is coordinated by faculty member and supervised by an approved business supervisor. A final report and oral presentation are required.

ACCT 6101 — Accounting Analysis for Decision Making.....3(3-0)

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

ACCT 6102 — Managerial/Cost Accounting II3(3-0)

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

ACCT 6106 — Tax Research3(3-0)

A course designed to apply the concepts learned in Tax Accounting I. Library research and case analysis are used to develop a deeper understanding of income tax applications. *Prerequisite: ACCT4121*

ACCT 6107 — Accounting Theory.....3(3-0)

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

ACCT 6108 — International Accounting3(3-0)

A study of the international dimension of accounting as it relates to the multinational corporation and the international environment. *Prerequisite: ACCT2102*

ACCT 6112 — Advanced Auditing I3(3-0)

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

ACCT 6122 — Tax Accounting II.....3(3-0)

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

ACCT 6131 — Advanced Accounting I3(3-0)

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

ACCT 6132 — Advanced Accounting II3(3-0)

Financial accounting and reporting related to business combinations and consolidations and for foreign operations. *Prerequisite: ACCT3103*

ACCT 6141 — Municipal Accounting3(3-0)

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

ACCT 6142 — Not-For-Profit Accounting3(3-0)

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

BUSA 6100 — Independent Study In Business Administration3(3-0)

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

BUSA 6105 — International Business.....3(3-0)

Introduction to international business and the multinational corporation. Topics include development of international business, the institutional and economic environment of global business, legal and socioeconomic factors affecting multinational corporations and the planning and operation of international business. *Prerequisite: ECON 5200*

BUSA 6205 — Business Research Methods.....3(3-0)

An evaluation of research methodologies used in business, types of research, research design and application of research results. Includes hands-on application of research methodology. *Prerequisite: ECON 3205*

ECON 5200 — Overview of Economics /Quantitative Techniques.....1(1-0)

An overview course of microeconomics and macroeconomics, and quantitative techniques in business. This is an accelerated MBA prerequisite course for ECON 6106 and MGMT 6108. Waivers will be granted to students who completed ECON 2105, ECON 2106, and ECON 3205 or equivalent courses with grades of "C" or better. PASS/FAIL Grading.

ECON 6100 — Independent Study in Economics.....3(3-0)

Special economic research projects undertaken by MBA students under the direction of Economics graduate faculty. Students are required to conduct independent research and write scholarly papers, after they have completed at least 12 semester hours of MBA level course work beyond prerequisites.

ECON 6101 — Microeconomic Theory and Price Analysis.....3(3-0)

The course studies the efficient role of price mechanism in the allocation of resources. It examines the individual economic unit, the consumer, and the firm. The course develops an understanding of the factors underlying the determination of price and output in different market situations.

Prerequisite: ECON 2106 or ECON 5200

ECON 6106 — Economics for Managers3(3-0)

This course is an overview of basic economic theory applied to modern business decision-making. It will cover major macroeconomic and microeconomic concepts that are important to managers working within the American economy. The course is designed to develop students' 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 2106 or ECON 5200

ECON 6108 — International Trade and Finance3(3-0)

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

ECON 6128 — Contemporary Economic Issues.....3(3-0)

The course discusses the economics of social issues. Focus will be on today's most pressing social and economic problems from both domestic and global viewpoints. Students will examine the issues of, but not limited to, Social Security and Medicare, Economic Growth, Poverty Problems, Government Expenditures and Tax Issues, and Protectionism versus Free Trade. The course goes in depth discussing the applicable theories and contemporary issues.

Prerequisite: ECON 6106

ECON 6145 — Banking and Foreign Exchange3(3-0)

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

ECON 6205 — Introduction to Econometrics.....3(3-0)

The course discusses the mathematical formulation of economic theories. Focus will be on the use of statistical procedures to measure the theoretical relationships and to verify or reject such theories. *Prerequisites: ECON 3205 and ECON 6106*

ECON 6605 — Labor Economics3(3-0)

The course focuses on application of economic theory to labor markets and discussion of the impact of market powers such as labor unions, government, and big corporations and the discrimination of the resulting distribution of income.

Prerequisite: ECON 6106

FINC 6101 — Financial Management3(3-0)

This course provides an introduction to the fundamental concepts of the finance function with emphasis on the decision-making techniques relevant to financial and nonfinancial managers. Topics include valuation, risk and return analysis, cost of capital, financial analysis and planning and working capital management. *Prerequisite: FINC 3105 or ACCT 5200*

FINC 6102 — Cases In Financial Management.....3(3-0)

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

FINC 6103 — Investment Analysis3(3-0)

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

FINC 6104 — Capital Markets and the Global Economy3(3-0)

This course will provide an in-depth study of capital markets in instruments, structure and equilibrium and familiarize the students as managers with a changing international scene. The use of foreign exchange markets, interest rate, risk, arbitrage, spot and forward rates, swaps and their applicability to hedging will be introduced. *Prerequisites: ACCT2102 and ECON3145*

FINC 6105 — Management of Financial Intermediaries.....3(3-0)

This is an in-depth study of the different types of financial intermediaries. Students will gain insights into the importance of the dual role played by these institutions, learn the procedures and operations in which they participate and be able to identify the characteristics of the financial assets intermediaries manage in their portfolios. *Prerequisite: FINC3105*

FINC 6106 — Speculative Markets and Financial Engineering3(3-0)

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

MGMT 5110 — Organizational Behavior Effectiveness3(3-0)

This course is designed for students to learn individual and group skills required for effective functioning in an organizational context. The course highlights the leadership and managerial competencies needed to create and maintain organizations that are effective, successful, and earn above average returns on their investments. Such

BUSINESS ADMINISTRATION

knowledge and skills focus on the accurate diagnosis, design, deployment, evaluation and enhancement of organizations and organizational interventions needed to sustain effective change. *Prerequisite: MGMT 4110 or MGMT 5200*

MGMT 6000 — Internship in Management3(3-0)

Provides an opportunity for students to gain practical experience while working in a business or governmental agency. Students are required to work full-time in their area of concentration during a summer term or semester. Internship is coordinated by a faculty member and supervised by an approved business supervisor. A final report and oral presentation are required.

MGMT 6105 — The Legal Environment of Business3(3-0)

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

MGMT 6108 — Quantitative Methods for Managers.....3(3-0)

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 3106 or ECON 5200*

MGMT 6110 — Organizational Behavior and Effectiveness.....3(3-0)

This course enhances understanding of all aspects of behavior in organizational settings through the systematic study of individual, group and organizational processes. The approach is experiential and focuses on organization development, leadership and teamwork. The goal of the course is to gain competencies to improve organizational effectiveness and enhance competitive advantage. *Prerequisite: MGMT 4110 or MGMT 5200*

MGMT 6120 — Leadership.....3(3-0)

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: MGMT 5200*

MGMT 6125 — Human Resources Management.....3(3-0)

Explores the process of forecasting and identifying resources in the labor market, determining staffing needs, developing budgets and employment plans. Includes the creation of job specifications, recruitment programs, and interviewing and selection techniques. Emphasis on program evaluation and legal considerations, equal employment opportunity, performance appraisal, compensation management, training and development. Includes discussion of contemporary issues in the field. *Prerequisite: MGMT 4125 or MGMT 5200*

MGMT 6127 — Small Business Management and Entrepreneurship3(3-0)

Involves the student under faculty supervision in solving current, real-life and small business situations. Actual cases embrace marketing, finance, accounting and organizational effectiveness. *Prerequisite: MGMT 4127 or MGMT 5200.*

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

This course can be taken only after completion of at least 24 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.

GMT 6205 — Management Information Systems.3(3-0)

An overview course designed to introduce students to the area of information systems. It emphasizes concepts, components and structures of information systems and their applications in business and managerial decision-making. The topics include information systems software and hardware, telecommunications, database management, decision support, export systems and management of information technologies. Optional topics may include client/server computing and Internet and Intranet development. *Prerequisite: MGMT 4205 or MGMT 5200*

MGMT 6206 — Database Management Systems3(3-0)

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

MGMT 6207 — Systems Analysis and Design3(3-0)

This course covers all the major phases of a complete systems development life cycle (SDLC), business modeling techniques such as entity-relationship diagramming, data flow diagramming and the use of Integrated Computer-Aided Software Engineering (I-CASE) tools to support systems development. Optional topics

may include forms and reports development using rapid application development (RAD) tools, client/server development and Web-based systems deployment. *Prerequisite: MGMT 4206*

MKTG 6000 — Internship in Marketing3(3-0)

Provides an opportunity for students to gain practical experience while working in a business or governmental agency. Students are required to work full-time in their area of concentration during a summer term or semester. Internship is coordinated by a faculty member and supervised by an approved business supervisor. A final report and oral presentation are required.

MKTG 6150 — Marketing of Services3(3-0)

Designed to highlight the difference between product marketing and the marketing of services and to provide students who are interested in pursuing careers in the service sector of the economy with a more in-depth coverage of the services area than is presently available in the traditional product marketing courses. *Prerequisite: MKTG 3120 or MGMT 5200*

MKTG 6170 — Marketing Management3(3-0)

A comprehensive study of marketing practices, theory and decision-making in all types of organizations and enterprises. The case method and various other methods are emphasized; a managerial perspective is utilized. *Prerequisite: MKTG 3120 or MGMT 5200*

MKTG 6325 — International Marketing3(3-0)

A course designed to introduce students to the cultural, institution, political, and economic variables influencing the international marketing environment, the concept of international trade, and a framework for the development and implementation of a multinational marketing strategy. *Prerequisite: MKTG 3125 or MGMT 5200*

MKTG 6400 — Marketing Strategy3(3-0)

Emphasized quantitative approaches to strategic marketing decisions, such as pricing, advertising, new products positioning, promotions, and market segmentation. *Prerequisite: MKTG 6170*

MKTG 6410 — Marketing Research3(3-0)

Survey of the problems, data, and methods of marketing research. Designed for management users of research. *Prerequisites: MKTG 3134 or MKTG 6170*

MKTG 6500 — Marketing Channels and Logistics3(3-0)

This course will deal with integrated physical distribution systems, physical distribution functions including transportation, warehousing, inventory control, materials handling, purchasing, production planning, and information systems. *Prerequisite: MKTG 4130 or MKTG 6170*



DEPARTMENT
PROGRAMS

MASTER OF SCIENCE IN CRIMINAL JUSTICE

Introduction

The M.S. degree program in Criminal Justice offered by the Albany State University Criminal Justice Institute is designed to prepare students for professional careers within the criminal justice system. Theoretical, methodological and philosophical understanding of the criminal justice system is stressed during the matriculation process. As a result, students are well-prepared for careers in criminal justice. Those seeking advanced graduate education beyond the Master's degree level will be able to compete successfully with graduates from other schools and disciplines. The Master of Science in Criminal Justice program requires 30 hours of program of study including thesis research. In addition, all students must successfully complete a comprehensive examination on core, statistics/methodology and a chosen specialty area. The Department also offers fully online MS degree in Criminal Justice with 30 hours of course requirement.

Philosophy

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

Objectives

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

Facility

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

Admission Requirements

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

Students seeking admission to the Master of Criminal Justice program must submit the results of the Miller Analogies Test (MAT) or Graduate Record Exam (GRE) and two letters of recommendation. An MAT score of 27 or GRE score of 700 is required for provisional admission, an MAT score of 44 or GRE score of 800 for regular admission. Applicants who do not fully meet the requirements for regular admission because of grade-point average or standardized test score may be considered for provisional admission. Upon completion of the first nine semester hours of study with a grade of "B" or better, the provisional student is granted full admission to the Master of Science in Criminal Justice program. Otherwise, the student's enrollment is terminated.

Program of Study /Curriculum

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

Core Courses	Hours
CRJU 5100 Foundations of Criminal Justice	3
CRJU 5110 Theory and Philosophy of Criminal Justice	3
CRJU 5400 Organization and Administration of Criminal Justice System.....	3
CRJU 5600 Research Methodology in Criminal Justice	3
CRJU 5610 Research Statistics in Criminal Justice.....	3
Total	15

Specialty Areas

In addition to core courses, students must complete nine 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.

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:

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

Forensic Science Specialty

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

Forensic Science Courses (any 9 hours):

Courses	Hours
FOSC 6001 Survey of Advanced Forensic Science (required)	3
FOSC 6008 Advanced DNA Technology.....	3
FOSC 6009 Advanced Toxicology.....	3
FOSC 6012 Advanced Trace and Transferring Evidence	3
FOSC 7000 Advanced Ballistic and Associated Technologies	3
Total 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:

Courses	Hours
CRJU 6000 Survey of Law Enforcement (required).....	3
CRJU 6100 Policing in a Democratic Society	3
CRJU 6110 The Social Service Role of Criminal Justice Personnel	3
CRJU 6120 Law Enforcement Operations.....	3
CRJU 6200 Law Enforcement Management and Planning	3
Total hours in any combination.....	9

Public Administration Specialty

This concentration represents an interdisciplinary collaboration between the Departments of Criminal Justice and History, Political Science and Public Administration. It is expected to provide additional career options for students in both programs. A 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):

Courses	Hours
PADM 5011 Public Administration: Scope, Development and Ethical Environment.....	3
PADM 5012 Legal and Ethical Environment in Public Administration.....	3
PADM 5261 Personnel Administration.....	3
PADM 5301 Introduction to Public Budgeting.....	3
PADM 5781 Introduction to Public Policy.....	3
Total hours in any combination	9

Thesis**Option Credit**

Thesis Credit	Hours
CRJU 7001 Thesis Seminar.....	3
CRJU 7002 Thesis	3
Total hours.....	6
or	

Non-Thesis Option Credit (any 6 hours):

	Hours
CRJU 7003 Technology and Criminal Justice	3
CRJU 7004 Criminal Justice Program Evaluation	3
Total hours.....	6

Graduation Requirements

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

Transfer of Credit

Transfer students from other accredited graduate programs may not apply more than 3 hours of criminal justice course work toward the Master of Science degree, provided such credits were taken at the graduate level and were completed with a minimum grade point average of 3.0. The maximum number of credits that are transferable will apply only toward specialty courses. 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 at the Institute. These students must meet the general entrance requirements of the Institute and University. Furthermore, these students must have a 3.0 average in all graduate work undertaken at other institutions before they will be accepted in the transient status.

Financial Assistance

Acceptance into the graduate program does not presume that financial assistance will be awarded. Students seeking financial assistance should file their completed applications with the Office of Financial Aid, the Graduate School and the Criminal Justice Department.

For Additional Information, contact:

George Thomas, Ph.D.
Graduate Program Coordinator
Department of Criminal Justice
Albany State University
504 College Drive, Albany, Georgia 31705
Phone: (229) 430-6498
Fax (229) 430-1676
E-mail: gthomas@asurams.edu

THE FACULTY

Charles O. Ochie, Sr., Ph.D., Oklahoma State University, Chairperson. *Specialties: Criminology, Social Deviance and Corrections*

Glenn Zuern, Ph.D., Indiana University of Pennsylvania. *Specialties: Methods, Alcohol and Crime*

George Thomas, Ph.D., University of Delaware, *Specialties: Research Methods and Statistics*

Zachariah Oommen, Ph.D., Mahatma Gandhi University, India. *Specialties: Forensic Science, SEM-EDX Technology*

Dr. Seyi Vanderpuye, Ph.D., University of Leeds, England. *Specialty: Biochemistry*

Dr. Patrick I. Ibe, Ph.D., Clark-Atlanta University. *Specialties: Political Science and Criminology*.

Dr. Walter Bowers, Ph.D. Cappella University, Specialties: Criminology and Law Enforcement

Dr. Peter O. Nwankwo., Ph.D., LL.M., Florida State University. Specialties: Theories of Crime and Law

COURSE DESCRIPTIONS

CRJU 5100 — Foundations of Criminal Justice.....3(3-0)

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

CRJU 5110 — Theory and Philosophy of Criminal Justice.....3(3-0)

This course covers contemporary criminological theories and 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 criminal justice.

CRJU 5400 — Organization and Administration of Criminal Justice System.....3(3-0)

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

CRJU 5600 — Research Methodology in Criminal Justice.....3(3-0)

A study of research design, theory construction and modes of data collection.

CRJU 5610 — Research Statistics in Criminal Justice.....3(3-0)

An examination of scale construction, descriptive and inferential statistics.

CRJU 6000 — Survey of Law Enforcement3(3-0)

CRIMINAL JUSTICE

A comprehensive overview of law enforcement system in the United States with a focus on local, county, state and federal law enforcement agencies.

CRJU 6100 — Policing in a Democratic Society.....3(3-0)

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

CRJU 6110 — The Social Service Role of Criminal Justice Personnel.....3(3-0)

A study of the officer's role in the field of social service to the community. Topics covered are human relations, social dynamics and crisis management. Police responsibilities to the elderly, juveniles and the mentally disturbed are stressed.

CRJU 6120 — Law Enforcement Operations.....3(3-0)

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

CRJU 6200 — Law Enforcement Management and Planning3(3-0)

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.

CRJU 6400 — Foundations of Corrections.....3(3-0)

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

CRJU 6410 — Administration of Psychological Tests.....3(3-0)

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

CRJU 6420 — Interviewing and Counseling.....3(3-0)

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

CRJU 6430 — Rehabilitation and Treatment.....3(3-0)

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

CRJU 6440 — Management of Correctional Institutions.....3(3-0)

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

CRJU 7001 — Thesis Seminar.....3(3-0)

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

Prerequisite: successful completion of comprehensive examination.

CRJU 7002 — Thesis.....3(3-0)

This course includes the analysis of data collected from appropriate research designs including computer analysis and appropriate statistical tests of significance or a review of literature and theories or concepts that lend themselves to a thesis topic.

Prerequisite: CRJU 7001.

CRJU 7003 — Technology and Criminal Justice.....3(3-0)

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.

CRJU 7004 — Criminal Justice Program Evaluation.....3(3-0)

This course is designed to familiarize students with techniques that are utilized in evaluating the effectiveness of public programs and policies.

FOSC 6001 — Survey of Advanced Forensic Science.....3(3-1)

An introductory survey of forensic sciences, including criminalistics, investigation and identification, and methods of crime laboratory analysis for crime scene investigators and security officers. The course is not required if the student has taken at least two undergraduate courses in criminalistics (FOSC 2100.01) and crime scene investigation and identification (FOSC 3000.01) or their equivalents or with Instructor's permission

FOSC 6002 — Advanced Criminalistics (w/lab).....3(1-4)

This advanced course is a continuation of the theories and practices of methods used in the analysis of class-type physical evidence. Laboratory report is required for credit.

FOSC 6008 — Advanced DNA Technology (w/lab).....3(2-2)

This course is an extension of a previous course (FOSC 4010.01) to include advanced technologies for DNA identification. It contains current theories and practices of DNA polymorphism, RFLP, polymerase chain reaction and DNA sequencing. The course begins with the 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 biochemical knowledge of DNA must be recultivated in the forensic setting. Laboratory report is required for credit.

FOSC 6009 — Advanced Toxicology (w/lab).....3(2-2)

This course emphasizes the detection and quantization of drugs and inorganic toxins by using advanced theory and practice of analytical, organic and inorganic chemical analyses and instrumental methods. The course draws attention to the effects of drugs and alcohol and to the current practice 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.

FOSC 6012— Advanced Trace and Transfer Evidence

/Forensic Electron Microscopy (w/lab).....3(2-2)

This advanced course is a continuation of two previous 300-level courses (FOSC 3010.01) and includes laboratory practices of major applications of the SEM-EDX technology in Forensic casework. Laboratory report is required for credit.

FOSC 7000 — Advanced Ballistics and Associated Technologies (w /lab).....3(3-1)

This course is about 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

MASTER OF PUBLIC ADMINISTRATION

Introduction

The Master of Public Administration degree program (MPA) is a graduate professional degree program that helps students prepare for careers in public service for the 21st Century. The program requires a total of 36 semester hours, with a minimum of 21 hours of Public Administration Core courses. There are presently six 9-hour concentrations: Community and Economic Development Administration, Criminal Justice Administration, General Administration, Health Administration and Policy, Human Resources Management, and Public Policy. The Water Resources Management and Policy concentration consists of 15 semester hours, beyond the core courses. The goal of the program is to provide quality education that helps prepare people to work in government and nonprofit management at the community, state and federal levels. The program also conducts research and renders assistance to community groups and agencies as a means of providing a vital link between the institution, the program and the community.

Education Philosophy

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

FORENSIC PROGRAMS

Mission

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

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

Accreditation

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

Off-Campus Programs

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

Admission Requirements

An applicant for the Master of Public Administration degree must meet the requirements for admission to the Albany State University Graduate School 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 combined score of 800 on the verbal and quantitative sections of the GRE, a score of 44 on the MAT is required. For provisional admission, a combined score of 700 on the verbal and quantitative sections of 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 School for more information.

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

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

Undergraduate Prerequisites

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

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

Students who are deficient in these MPA prerequisites are expected to complete undergraduate courses as needed. They will not be allowed to take regular graduate coursework until all prerequisites have been met.

The Curriculum

The requirements for the Master of Public Administration degree are:

1. A minimum of 36 semester hours of graduate course work, at least 27 semester hours of which shall be taken in residence at Albany State University.
2. A minimum cumulative grade-point average of 3.0 in courses distributed as follows:

Core Courses.....	21 hrs.
Courses in Concentration.....	9 hrs.
PADM 5581 Professional Public Service Internship/Project	3 hrs.
PADM 5905 Capstone Report*	3 hrs

A. The Public Administration Core Courses

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

PADM 5011 Public Administration: Scope, Development & Ethical Environment.....	3 hrs.
PADM 5125 Organizational Theory	3 hrs.
PADM 5261 Public Personnel Administration	3 hrs.
PADM 5301 Public Budgeting	3 hrs.
PADM 5500 Computer Applications & Management of Information Systems**	3 hrs.
PADM 5502 Research Design and Data Analysis***	3 hrs.
PADM 5781 Introduction to Public Policy	3 hrs.

**Prerequisite for PADM 5502.

***Prerequisite for PADM 5851.

B. Additional Required Courses (or equivalent)

PADM 5851 Professional Public Service Internship/Project	3 hrs.
PADM 5905 Capstone Report (exit process).....	3 hrs.

C. Areas of Concentration

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

Currently, the MPA program offers seven areas of concentration:

1. Community and Economic Development Administration,
2. Criminal Justice Administration,
3. General Administration,
4. Health Administration and Policy,
5. Human Resources Management,
6. Public Policy,
7. Water Resources Management and Policy. These concentrations are described briefly below.

Community and Economic Development

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

PADM 5635 Introduction to Community and Economic Development*	3 hrs.
PADM 5831 Urban & Rural Community Planning**	3 hrs.

*Required for concentration and to be completed before any other concentration courses.

**Required for concentration and to be taken after PADM 5635.

And one course from the following:

PADM 5300 Administration of Nonprofit Organizations	3 hrs.
PADM 5850 Community Development: Theory and Practice	3 hrs.
PADM 5860 Economic Development: Theory and Practice	3 hrs.

Criminal Justice Administration

PUBLIC 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:

CRJU 5100 Foundations of Criminal Justice*	3 hrs.
CRJU 5300 Philosophy of Criminal Justice*	3 hrs.

*Required.

And one course from the following:

CRJU 6110 The Social Service Role of Law Enforcement Personnel	3 hrs.
CRJU 6400 Foundation of Corrections	3 hrs.
CRJU 6430 Rehabilitation and Treatment	3 hrs.

General Administration

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

PADM 5823 Program Development, Management and Evaluation*	3 hrs.
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and two courses from the following:

PADM 5200 The Administrative State	3 hrs.
PADM 5202 Administrative Law	3 hrs.
PADM 5650 Executive Leadership: Principles of Public Administration	3 hrs.
PADM 5810 Intergovernmental Relations	3 hrs.

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:

PADM 5322 Foundations of Public Health Administration and Management*	3 hrs.
PADM 5321 Foundations of Health Care Finance*	3 hrs.

*Required for concentration

PADM 5791 Health Care Policy and Politics	3 hrs.
PADM 5324 Epidemiology: Concepts and Methods	3 hrs.

PADM 5852 Health Care Delivery for Specialized Groups	3 hrs.
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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:

PADM 5212 Legal Aspects of Public Personnel Administration	3 hrs.
PADM 5450 Collective Bargaining and Labor Relations	3 hrs.

PADM 5551 Diversity Management in Public Organizations*	3 hrs.
PADM 5600 Issues in Human Resources Management*	3 hrs.

PADM 5615 Human Capital Development: Theory and Practice	3 hrs.
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*Required for concentration

Public Policy

The Public Policy concentration calls for analysis of and conduct of research on political, legal, economic and social institutions and processes. This concentration provides an in-depth preparation for a student seeking a career at any level or unit of government.

This concentration requires 9 semester hours to be selected from the list of courses below:

PADM 5511 Directed Independent Policy Studies	3 hrs.
PADM 5802 Public Policy Analysis*	3 hrs.

PADM 5810 Intergovernmental Relations*	3 hrs.
PADM 5815 International and Comparative Public Policy	3 hrs.

PADM 5872 Executive Policy Making	3 hrs.
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*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:

PADM 5720 Contemporary Issues in Public Administration*	3 hrs.
* Required for WRMP students.	
WRMP 6400 Hydrological and Irrigation Fundamentals	3 hrs.
WRMP 6405 Environmental and Natural Resource Policy	3 hrs.
WRMP 6410 Natural Resource Management and Planning	3 hrs.
WRMP 6415 Water Law and Legislation	3 hrs.
WRMP 6420 Water Resources Policy Field Project**	
WRMP 6421 Water Resources Management and Policy Professional Project**	

Other Program Requirements

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

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

THE MPA FACULTY

- **Adams-Cooper, Veronica, Ph.D.**, Jackson State University. Specialties: Community and Economic Development Management; Non-Profit Administration, Social Justice, and Civic Engagement.
- **Dauphin, Robert, Ph.D.**, North Central University. Specialties: Public Management, Human Resources Management, Organizational Theory and Leadership.
- **Handwerk, Sandra, Ph.D.**, Union Institute. Specialties: Women and Teen Health, Testing and Prevention of HIV/AIDS, Healthcare Disparities, At-risk Youth, Healthcare Delivery Systems, Health Behaviors and Health Education.
- **Neubauer, Bruce, Ph.D.**, University of Georgia. Specialties: Public Information Systems, Healthcare Administration, Research Methods, E-Government, and Instructional Technology
- **Ngwafu, Peter A., Ph.D.**, Clark Atlanta University. Specialties: Public Policy, Human Resource Management and Organizational Theory and Behavior, Diversity Management, and Collective Bargaining.
- The MPA program employs adjunct faculty members who are practitioners with extensive experience in public and nonprofit management.

COURSE DESCRIPTIONS

PADM 5011 — Public Administration: Scope, Development & Ethical Environment.....3 (3-0)

This course is an overview of the scope of administration as a field of study and as a profession.

PADM 5125 — Organizational Theory.....3(3-0)

This course examines the evolution and development of organizational theories, forms and practices from the factory system to the emergence of the virtual global organization.

PADM 5200 — The Administrative State.....3(3-0)

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

PADM 5202 — Administrative Law.....3(3-0)

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

PADM 5212 — Legal Aspects of Public Personnel Administration.....3(3-0)

This course is an in-depth study of court decisions which impact public personnel administration and problems that arise as a result of political and civil rights of public employees.

PADM 5261 — Public Personnel Administration.....3(3-0)

PUBLIC ADMINISTRATION

This course involves public personnel principles and practices including selection, appointment, classification, compensation, tenure and promotion. The role of personnel officers in government will be analyzed.

PADM 5300 — Administration of Nonprofit Organizations.....3(3-0)

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.

PADM 5301 — Public Budgeting.....3(3-0)

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

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

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.

PADM 5322 — Foundations of Public Health Administration and Management.....3 (3-0)

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

PADM 5324 Epidemiology.....3(3-0)

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

PADM 5450 — Collective Bargaining and Labor Relations.....3(3-0)

The course focuses on the origins and perspectives of public unionism, key actors and processes in the collective bargaining relationship and process, problems associated with enforcement of public sector collective bargaining agreements and problems raised by the political and civil rights of public employees.

PADM 5500 — Computer Applications & Management of Information Systems.....3(3-0)

Students are introduced to the concepts and theories of management information systems, the practices in government organizations, as well as issues, problems and trends. The course will also introduce students to a variety of data based programs such as SPSS, Excel, Access and effective use of Power Point.

PADM 5502 — Research Design and Data Analysis.....3(3-0)

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.

PADM 5511 — Directed Independent Policy Studies.....3(3-0)

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

PADM 5530 — Independent Study in Public Administration.....3(3-0)

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

PADM 5551 — Diversity Management and Public Organization.....3(3-0)

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.

PADM 5600 — Issues in Human Resources Management.....3(3-0)

The course examines issues in managing public human resources.

PADM 5615 — Human Capital Development: Theory and Practice.....3(3-0)

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.

PADM 5635 — Introduction to Community & Economic Development.....3(3-0)

To examine community and economic development movements in the United States and abroad. The understanding of the physical urban environment and local economic development.

PADM 5650 — Executive Leadership: Principles of Public Administration.....3(3-0)
Examines leadership skills necessary to maximize group effectiveness in public and volunteer organizations. Considerable use will be made of role-playing and/or simulation exercises.

PADM 5710 — Grantsmanship for Public Administration.....3(3-0)
Offers instruction on the "how to" of grant writing and planning for grant writing in the public sector and nonprofits.

PADM 5720 — Contemporary Issues in Public Administration.....3(3-0)
Treats current and recurring issues and problems in public administration at the local, state and federal levels in the United States. How public bureaucracies deal with such problems and issues as effective service delivery of public safety and defense, education, health care, transportation, environmental protection, disease control, welfare and amelioration of poverty, international trade and relations and how service delivery is paid for will be addressed. Prerequisite: 9 semester hours of public administration courses or consent of the instructor

PADM 5781 — Introduction to Public Policy.....3(3-0)
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.

PADM 5791 — Health Policy and Politics.....3(3-0)
This course deals with contemporary health-care policies and politics. The course includes discussions of the current crisis in health costs and proposed solutions.

PADM 5802 — Public Policy Analysis.....3(3-0)
The course focuses on the forces that shape the direction of public policy and the mechanics through which public policy is formulated.

PADM 5810 — Intergovernmental Relations.....3(3-0)
Emphasizes the issues and problems involved in the relationships among federal, state and local governments.

PADM 5815 — International and Comparative Public Policy.....3(3-0)
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.

PADM 5823 — Program Development, Management & Evaluation.....3(3-0)
A study of basic methods used to evaluate programs and policies, including an examination of the impact which selected policies have had on intended target populations.

PADM 5831 — Urban and Rural Community Planning.....3(3-0)
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.

PADM 5850 — Community Development Theory and Practice.....3(3-0)
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.

PADM 5851 — Professional Public Service Internship Project.....3(3-0)
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.

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

PADM 5860 — Economic Development Theory and Practice.....3(3-0)
Explores theories of local economic development and addresses the dilemmas contemporary communities face.

PROGRAMS

PUBLIC ADMINISTRATION

PROGRAMS DEGREE

PADM 5872 — Executive Policy-Making.....3(3-0)

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

PADM 5905 — Capstone Report (Exit Process).....3(3-0)

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.

WRMP 6400 — Hydrology and Irrigation Fundamentals.....3(3-0)

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.

WRMP 6405 — Environmental and Natural Resource Policy.....3(3-0)

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.

WRMP 6410 - Natural Resource Management and Planning.....3(3-0)

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.

WRMP 6415 — Water Law and Legislation.....3(3-0)

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.

WRMP 6420 — Water Resources Policy Field Project.....3(3-0)

The Professional Project is an essential component of the student's work in the Water Resources Management and Policy Concentration. The student is required to design and conduct research on a water-related issue/problem and to prepare a paper outlining the research project and the results of the research. The paper should be of sufficient quality for submission to a referred journal. In addition, the student must defend his/her research project (professional paper) to peers and a faculty committee.

Management Courses Accepted as Substitutions in the MPA Program

MGMT 6125 — Human Resource Management.....3(3-0)

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

MGMT 6110 — Organizational Behavior and Effectiveness.....3(3-0)

This course enhances our understanding of all aspects of behavior in organizational settings through the systematic study of individual, group and organizational processes. The approach is experiential and focuses on organization changes, leadership and teamwork. The goal of the course is to gain competencies to improve organizational effectiveness. Accepted for PADM 5125 Organizational Theory.

MASTER OF SCIENCE IN NURSING

Introduction

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

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

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

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

1. Critically analyze health care data in order to promote optimal health.
2. Participate as a researcher and a consumer of research in advancing nursing science and practice.
3. Integrate synthesized knowledge of behavioral and natural sciences, humanities, technology and nursing science to perform advanced-practice nursing roles.
4. Exhibit expertise in the advanced-practice nursing role of family nurse practitioner or nurse educator.
5. Engage in professional and scholarly activities that promote the profession of nursing and individual development in advanced-practice nursing.
6. Assume advanced leadership roles, including collaborating with members of interdisciplinary teams, and influencing policy-making that impacts positively on health care delivery.

Admission Requirements

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

1. A baccalaureate degree in nursing.
2. An undergraduate grade-point average of 3.0.
3. A current RN license to practice in Georgia.



4. A personal interview with the Coordinator of the Graduate Nursing Program.
5. A Graduate Record Examination (GRE) score of 800 or better or a Miller Analogies Test (MAT) score of 44

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- 6. or better.
- 7. Two letters of reference regarding professional accomplishments and academic potential.
- 8. Completed prerequisite undergraduate courses in statistics, pathophysiology, nursing research and health assessment.

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

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

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 Vice President for Academic Affairs approves the academic department's recommendation for the student to enroll in graduate courses.
- 3. The student limits his/her graduate enrollment to a total of 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-FNP 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 following 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 School. The minimum undergraduate GPA of 3.0 is required. A

minimum score of 800 on the Graduate Record Examination (GRE) of 800, or a minimum score of 402 on the Miller Analogies Test (MAT) is required. The graduate will receive the MSN degree but will not also receive a BSN degree.

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

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

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

The student will submit a) a graduate application (available online through the Graduate School), b) copy of current Georgia nursing license; c) two professional letters of reference; and d) copy of current CPR card to the Department of Nursing. These materials will be maintained in the student's folder in the Nursing Department until the student completes undergraduate courses. Upon receipt of these documents, the student will be contacted 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 (required score of 800) or the MAT (required score of at least 402).

Planned Program of Study

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

Curriculum

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

1. Family Nurse Practitioner: Vulnerable Communities (minimum of 44 hours)

NURS 5100 Advanced Health Assessment.....	3 hrs.
NURS 5111 Nursing Theory Development	3 hrs.
NURS 5120 Advanced Nursing Research	3 hrs.
NURS 5210 Advanced Pathophysiology	3 hrs.
NURS 5220 Family Diversity in Vulnerable Communities.....	2 hrs.
NURS 5410 Introduction to Family Primary Care	4 hrs.
NURS 5421 Primary Care of Children	5 hrs.
NURS 5910 Pharmacology in Advanced Nursing Practice	3 hrs.
NURS 6101 Primary Care of Women	4 hrs.
NURS 6211 Primary Care of Adults.....	5 hrs.
NURS 6310 Primary Care Issues in Health Promotion of Communities.....	2 hrs.
NURS 6820 Family Nurse Practitioner Practicum	4 hrs.
NURS 6920 Thesis/Scholarly Project.....	3 hrs.

Elective Options:

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

II. Nurse Educator (minimum of 36 hours)

NURS 5111 Nursing Theory Development	3 hrs.
NURS 5120 Advanced Nursing Research	3 hrs.
NURS 5210 Advanced Pathophysiology	3 hrs.
NURS 5220 Family Diversity in Vulnerable Communities.....	2 hrs.
NURS 5621 Advanced Practice Nursing I.....	5 hrs.
NURS 5910 Advanced Pharmacology.....	3 hrs.

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NURSING

NURS 5950 Curriculum Development in Nursing	3 hrs.
NURS 6001 Instructional Strategies and Evaluation	3 hrs.
NURS 6620 Advanced Teaching Practicum	5 hrs.
NURS 6622 Advanced Practice Nursing II.....	5 hrs.
NURS 6920 Thesis/Scholarly Project.....	3 hrs.

Elective Options

NURS 5100 Advanced Health Assessment.....	3 hrs.
NURS 5320 Health Care Policy.....	3 hrs.

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

Comprehensive Examination Policy

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

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

The Preliminary and Final Comprehensive examinations will be administered only once in any given semester during the week of final exams. The student should apply in writing to the Coordinator of the Graduate Nursing Program to take the preliminary comprehensive exam at least one month prior to the first day of final exams.

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.

GRADUATE FACULTY

Alford, Linda, D.N.P., Medical College of Georgia. *Specialty: Family Nurse Practitioner*

Grimsley, Linda, D.S.N., University of Alabama at Birmingham. *Specialty: Community Mental Health Nursing*

Johnson, Joyce, Ph.D., University of Mississippi. *Specialty: Cardiovascular and Critical Care*

Miller, Dorothy, MSN, Regis University. *Specialty: Nursing Education*

Mitchell, Teresa, Pharm.D., Florida A&M University. *Specialty: Pharmacy*

Peters, Zelda, M.S.N., Albany State University. *Specialty: Family Nurse Practitioner*

Rodd, Jan. MN, Emory University. *Specialty: Nursing Education*

Williams, Cathy, DNP, Medical College of Georgia. *Specialty: Community Health, Education, Leadership*

COURSE DESCRIPTIONS

NURS 4413 -- RN-MSN Transitions6 credits

This online course examines nursing history, trends, and conceptual framework, including Albany State University's nursing framework. Students examine teaching and learning concepts. The evolving role of the advanced practice nurse is analyzed and evaluated. The course examines the leadership, management, and organizational theories, including nursing theories that utilize leadership and management concepts. Students plan assignments and leadership/management actions through simulated clinical learning activities.

NURS 4346 -- RN-MSN Seminar.....2 credits

This course is designed to strengthen the student's ability to successfully meet requirements including the Departmental Exit Examination prior to graduation by providing an in-depth critique and assessment of basic nursing content and ensuring an appropriate laboratory support environment for the student's practice and role acquisition.

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

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

NURS 5111 - Nursing Theory Development.....3(3-0)

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

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

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

NURS 5210 - Advanced Pathophysiology.....3(3-0)

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

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

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

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

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

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

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

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

This course presents the theoretical and clinical basis for health promotion and disease prevention for children, adolescents and their families. Content includes health maintenance, health teaching and behavioral/developmental issues, counseling and nursing management of well child health and selected illnesses common to childhood. *Prerequisites: NURS5210, 5410, and 5910.*

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

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

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

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

NURS 5621 - Advanced-Practice Nursing I.....5(3-8)

The first of a two-clinical-course sequence in application of theories and concepts related to the clinical nurse specialist's role in Community Health, Parent-Child Health and Psych-Mental Health. *Prerequisites: NURS 5210, 5310.*

UNDERGRADUATE PROGRAMS

NURS 5910 - Pharmacology in Advanced Nursing Practice.....3(3-0)

This course provides the advanced-practice health care provider with knowledge of pharmacological agents used in treatment of adults, adolescents and young children. Emphasis is on indications, mechanisms of action, prescriptive drugs, protocols, techniques and dosages. *Prerequisites: Admission to Graduate Nursing Program or approval of Coordinator, Graduate Nursing Program.*

NURS 5950 - Curriculum Development in Nursing.....3(3-0)

This course is designed to prepare the nurse educator for a role in curriculum development with emphasis on the general nursing curriculum and those of its specialties. It explores all the factors for consideration in putting together a nursing educational curriculum from planning to the stage of evaluation. Special consideration will be given to philosophies, nursing theories, health needs and problems; needed human and material resources; legal and administrative considerations; student affairs and services; curriculum implementation and curriculum evaluation.

NURS 6000 - Directed Study.....Variable

Independent exploration of a topic from a nursing practice, education or administration perspective. *Prerequisite: Approval of Coordinator, Graduate Nursing Program.*

NURS 6001 - Instructional Strategies and Evaluation.....3(3-0)

This course focuses on the implementation of various teaching strategies and the measurement of learning outcomes. *Prerequisites: Admission to Graduate Nursing Program or approval of Graduate Nursing Coordinator.*

NURS 6101- Primary Care of Women.....4(2-8)

This course presents the theoretical and clinical basis for advanced nursing management of women. Content includes health maintenance, health teaching, behavioral/developmental issues, counseling and nursing management of pregnancy and health problems of women. *Pre-requisite: NURS 5421.*

NURS 6102 - Primary Care of Women Clinical.....2(0-8)

A clinical elective in women's health to provide additional opportunities for analysis and synthesis of theory of care with underserved and rural women. *Co requisite: NURS 6101.*

NURS 6211 - Primary Care of Adults.....5(3-8)

This course presents the theoretical and clinical basis for health promotion and disease prevention of adults/older adults and their families. Content includes health maintenance, health teaching, developmental issues, counseling and nursing diagnosis and management of common minor, acute and chronic health problems found in adults. *Prerequisite: NURS 6101.*

NURS 6212 - Primary Care of Adults Clinical.....2(0-8)

Clinical elective in adult health care to enhance advanced-nursing practice. *Co requisite: NURS6211.*

NURS 6310 - Primary Care Issues In Health Promotion of Communities.....2(2-0)

This seminar focuses on care needed to meet the needs of clients with sensitivity to community and cultural differences. *Prerequisite: NURS 6101.*

NURS 6620 - Advanced Teaching Practicum.....3(2-6)

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.

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

This is the second of the two-clinical-course sequence in application of theories and concepts related to the clinical nurse specialist role development in Community Health, Parent-Child Health and Psych-Mental Health. *Prerequisites: NURS5621 and satisfactory completion of Preliminary Comprehensive exam.*

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

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

Prerequisite: Completion of all course work and satisfactory completion of preliminary comprehensive examination.

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

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

MASTER OF SOCIAL WORK PROGRAM

Introduction

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

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

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

1. Readily identify as a social work professional, particularly in multi-disciplinary treatment settings.
2. Maintain professional roles and boundaries in practice with vulnerable children, families, and adults.
3. Demonstrate professional leadership in advocating for vulnerable children, families, and adults.
4. Demonstrate increasing levels of autonomy and proficiency in advanced social work practice.
5. Apply ethical decision-making skills to issues specific to advanced practice with vulnerable children, families, and adults.
6. Employ strategies of ethical reasoning in practice with vulnerable children, families, and adults and its impact on client rights.
7. Critically evaluate the relevance of commonly-utilized assessment tools and practices in terms of their usefulness and appropriateness with vulnerable children, families, and adults from diverse backgrounds.
8. Research and utilize culturally sensitive and effective services with vulnerable, children, families and adults at all levels of practice.
9. Work effectively with vulnerable children, families, and adults from diverse populations.
10. Use knowledge of the effects of oppression, discrimination, and historical trauma on clients and client systems to guide service planning and provision.
11. Identify agency and legislative policies and procedures that positively and negatively affect the wellbeing of vulnerable children, families, and adults.
12. Understand the roles and responsibilities of ethical professional leadership to enhance diversity and alleviate racial and ethnic disproportionality in services to vulnerable children, families, and adults.
13. Use evidence-based practice assessments and interventions with vulnerable children, families, and adults.
14. Participate in the generation of new knowledge and service provision to vulnerable children, families, and adults through research and practice.
15. Demonstrate the ability to use information, technology, and evidence-based research to evaluate and improve policy, practice, and program effectiveness to vulnerable children, families, and adults.
16. Synthesize and differentially apply theories of human behavior and the social environment to guide practice with vulnerable children, families, and adults.
17. Use bio-psychosocial-spiritual theories and multi-axial diagnostic classification systems in the formulation of comprehensive assessments.
18. Articulate and apply theories related to trauma resulting from family conflict, family dissolution, and family or community violence in practice and program development.
19. Inform and advocate with administrators and legislators to influence policies that affect vulnerable children, families, and adults and the services provided to them.
20. Communicate to stakeholders the implications of policies and policy change in the lives of vulnerable children, families, and adults.

MASTER OF SOCIAL WORK PROGRAMS

21. Use evidence-based practice and practice-based evidence in advocacy for policies that advance social and economic well-being for vulnerable children, families, and adults.
22. Assess the quality of clients' interactions within their social contexts.
23. Demonstrate leadership in the ability to collaborate with individuals, groups, community-based organizations, and government agencies to advocate for equitable access to culturally sensitive resources and services to vulnerable children, families, and adults.
24. Develop a culturally responsive professional relationship with vulnerable children, families, and adults.
25. Demonstrate skills in interviewing vulnerable children, families, and adults for assessment, service planning, intervention, evaluation and/or forensic purposes.
26. Use multidimensional assessment tools effectively.
27. Select and modify appropriate intervention strategies based on continuous practice assessment.
28. Critically evaluate, select, and apply best practices and evidence-based interventions.
29. Demonstrate the use of appropriate intervention methods for a range of presenting concerns identified in the assessment.
30. Collaborate with other professionals to coordinate appropriate service interventions with vulnerable children, families, and adults.
31. Contribute to the theoretical knowledge base of the social work profession through practice-based research.
32. Use practice evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual conditions impacting vulnerable children, families, and adults.

Admissions Requirements

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

1. **An official transcript from each regionally-accredited college or university attended.** The applicant's undergraduate education must reflect a sound liberal arts foundation, including at least 21 credits in the humanities, the social sciences, the behavioral sciences, and the biological sciences. The transcript must show a cumulative grade point average of 3.0 or better (on a 4.0 scale).
2. **Three professional letters of recommendation** from persons who can address the applicant's ability and potential for successful graduate education and professional social work practice (e.g., former professors, employer, etc.), using the forms provided in the MSW Admissions Packet.
3. **Completion of the Personal Narrative Statement**, following the Personal Narrative Statement Outline form included in the MSW Admissions Packet.
4. **A professional resume.** The applicant will submit a current resume that includes her/his complete work history. The applicant is asked to include a notation to explain any gaps in the work history.
5. **Personal Interview.** In some cases, a personal interview with the MSW Admissions Committee may be required in order to better evaluate the applicant's potential for successful advanced social work practice.

Regular Admission

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

Provisional Admission

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

Program of Study

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

Curriculum

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

Foundation Year

Fall Semester (16 Credits)

SOWK 6020: Achieving Justice in a Diverse World	3 hours
SOWK 6021: Human Behavior and the Social Environment	3 hours
SOWK 6031: Direct Practice Methods	3 hours
SOWK 6011: Social Welfare Policies and Program	3 hours
SOWK 6055: Foundation Field Experience I	3 hours
SOWK 6051: Foundation Field Seminar	1 hour
Spring Semester (16 Credits)	
SOWK 6032: Theory & Practice with Families & Groups	3 hours
SOWK 6033: Theory & Practice with Communities & Organizations	3 hours
SOWK 6041: Research in Social Work	3 hours
SOWK 6056: Foundation Field Experience II	3 hours
SOWK 6052: Foundation Field Seminar II	1 hour
SOWK 6__: Social Work Elective	3 hours

Advanced Year

Fall Semester (16 Credits)

SOWK 7021: Family Dynamics Through the Life Cycle	3 hours
SOWK 7041: Evaluation of Practice	3 hours
SOWK 7031: Assessment & Practice with Children and Adolescents	3 hours
SOWK 7055: Advanced Field Experience I	3 hours
SOWK 7051: Advanced Field Seminar I	1 hour
SOWK 7__: Social Work Elective	3 hours
Spring Semester (16 Credits)	
SOWK 7032: Assessment & Practice with Families	3 hours
SOWK 7033: Assessment & Practice with Vulnerable Adults	3 hours
SOWK 7011: Legal & Ethical Issues in Child and Family Policy	3 hours
SOWK 7056: Advanced Field Experience II	3 hours
SOWK 7052: Advanced Field Seminar II	1 hour
SOWK 7__: Social Work Elective	3 hours

Comprehensive Examination Policy

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

Degree Requirements

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

1. Earn a grade of "B" or better on all graduate work attempted, including transfer credits approved in advance of enrollment.

2. Have no incomplete grades.
3. Successfully passed the written MSW Comprehensive Examination.
4. Complete all requirements for the MSW degree within four years from the date of first enrollment.

Graduate Faculty

Mock, Nancy, LCSW, Valdosta State University. Clinical Professor and MSW Field Coordinator. *Practice areas:* Practice with children and families, Child Protective Services.

Nowak, Barbara, J., Ph.D., LCSW, University of Wisconsin-Milwaukee. Associate Professor and MSW Program Director. *Research areas:* International social work, chemical dependency, mental health, spirituality in social work practice.

Page, Ivan, Ph.D. Clark Atlanta University. Associate Professor. *Research area:* Practice with young minority males, indirect social work practice.

Spearman, Marilyn, Ph.D., Ohio State University. Professor and Chair, Department of Social Work. *Research areas:* Gerontology, social work administration.

COURSE DESCRIPTIONS

MSW Foundation Year

SOWK 6011: Social Welfare Policies and Programs 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. *Prerequisites:* Admission to the Graduate School; admission to the MSW Program or the permission of the Instructor.

SOWK 6020: Achieving Justice in a Diverse World 3 credits

Historical, political, and socio-economic forces that maintain oppressive values, attitudes, and behaviors in society are examined. *Prerequisites:* Admission to the Graduate School; admission to the MSW Program or permission of the Instructor.

SOWK 6021: Human Behavior and the Social Environment 3 credits

Lays the theoretical groundwork for social work practice with individuals over the lifespan. *Prerequisites:* Admission to the Graduate School or the permission of the instructor.

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: Human Behavior and the Social Environment.

SOWK 6032: Theory and Practice with Families and 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 of, or concurrent enrollment in, SOWK 6021: Human Behavior and the Social Environment.

SOWK 6033: Theory and Practice with Communities and Organizations 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 of, or concurrent enrollment in, SOWK 6021: Human Behavior and the Social Environment.

SOWK 6041: Research in Social Work 3 credits

Provides students with critical thinking skills to become competent consumers of social research and evidence based practice methods. *Prerequisites:* Admission to the Graduate School; admission to the MSW program or the consent of the Instructor.

SOWK 6051: Foundation Field Seminar I 1 credit

Connects the knowledge, values and skills addressed in the classroom with the practical world of the field practice setting. *Prerequisites:* Concurrent enrollment in SOWK 6055: Foundation Field Experience I.

SOWK 6052: Foundation Field Seminar II 1 credit

Connects the knowledge, values and skills addressed in the classroom with the practical world of the field practice setting. *Prerequisites:* Concurrent enrollment in SOWK 6056: Foundation Field Experience II.

SOWK 6055: Foundation Field Experience I 3 credits

MSW-supervised field experience of 225 clock (or 16 hours per week). *Prerequisites: Admission to the MSW Program, successful completion of, or concurrent enrollment in, SOWK 6051: Foundation Field Seminar I, and written consent of the MSW Field Coordinator.*

SOWK 6056: Foundation Field Experience II 3 credits

MSW-supervised field experience of 225 clock (or 16 hours per week). *Prerequisites: Admission to the MSW Program, successful completion of, or concurrent enrollment in, SOWK 6052: Foundation Field Seminar II, and written consent of the MSW Field Coordinator.*

MSW Advanced Practice Year

SOWK 7011: Legal and Ethical Issues in Children and Family Policies 3 credits

Critical examination of current and proposed policies impacting children, vulnerable adults and families. *Prerequisites: Successful completion of all Foundation Year coursework or consent of the Instructor.*

SOWK 7021: Family Dynamics Through the Life Cycle 3 credits

Provides the advanced theoretical bases for understanding complex family processes over the life span. *Prerequisites: Successful completion of all Foundation Year coursework or consent of the Instructor.*

SOWK 7031: Assessment and Practice with Children and Adolescents 3 credits

Incorporation of theories of childhood and adolescent development into the processes of engagement, assessment, intervention, and evaluation. *Prerequisites: Successful completion of all Foundation Year coursework and completion of, or concurrent enrollment in, SOWK 7021: Family Dynamics Through the Life Cycle.*

SOWK 7032: Assessment and Practice with Families 3 credits

Incorporation of theories of family development into the processes of engagement, assessment, intervention, and evaluation. *Prerequisites: Successful completion of all Foundation Year coursework and completion of, or concurrent enrollment in, SOWK 7021: Family Dynamics Through the Life Cycle.*

SOWK 7033: Assessment and Practice with Vulnerable Adults 3 credits

Incorporation of theories of adult development into the processes of engagement, assessment, intervention, and evaluation. *Prerequisites: Successful completion of all Foundation Year coursework and completion of, or concurrent enrollment in, SOWK 7021: Family Dynamics Through the Life Cycle.*

SOWK 7041: Evaluation of Practice with Children and Families 3 credits

Application of knowledge and skills in evaluating practice with vulnerable children, families and adults. *Prerequisites: Successful completion of all Foundation Year coursework or consent of the Instructor.*

SOWK 7051: Advanced Field Seminar I 1 credit

Connects the knowledge, values and skills addressed in the classroom with the practical world of the field practice setting. *Prerequisites: Concurrent enrollment in SOWK 7055: Advanced Field Experience I.*

SOWK 7052: Advanced Field Seminar II 1 credit

Connects the knowledge, values and skills addressed in the classroom with the practical world of the field practice setting. *Prerequisites: Concurrent enrollment in SOWK 7056: Advanced Field Experience II.*

SOWK 7055: Advanced Field Experience I 3 credits

MSW-supervised placement of 225 clock hours (or 16 hours per week). *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 Coordinator.*

SOWK 7056: Advanced Field Experience II 3 credits

MSW-supervised placement of 225 clock hours (or 16 hours per week). *Prerequisites: Completion of all first semester advanced coursework, SOWK 7031, SOWK 7033, SOWK 7011, concurrent enrollment in SOWK 7052, and written consent of the MSW Field Coordinator.*

MSW Program Electives

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.*

SOWK 6131: Family Violence Across the Lifespan 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.*

SOWK 6132: Grief and Loss in Social Work Practice 3 credits

An examination of theories and interventions relating to grief and loss. *Prerequisites: Graduate admission; admission to the MSW program or consent of the instructor.*

SOWK 6133: Social Work Practice with Older Adults 3 credits

Examination of the developmental stages of later adulthood, the aging process, and best practices in meeting the bio-psychosocial-spiritual needs of older adults from diverse populations. *Prerequisites: Graduate admission; admission to the MSW program or consent of the Instructor.*

SOWK 6134: Special Topics in Social Work 3 credits

SOCIAL WORK

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.*

SOWK 7130: Social Work Practice with Abusing and Neglecting Families . . . 3 credits

Examines the theories and best practices with abusing and neglecting families. *Prerequisites: Successful completion of all MSW foundation year course work.*

SOWK 7131: Psychopathology and Psychopharmacology 3 credits

Prepares social workers to understand the medical model of mental health practice (e.g., DSM IV, multiaxial diagnoses, clinical treatment, psychotropic medications, etc.). *Prerequisites: Admission to the MSW program or consent of the Instructor.*

SOWK 7132: Social Work with Groups 3 credits

Knowledge, values and empirically-supported practice skills for competent group work with diverse children, adolescents, families and vulnerable adults. *Prerequisites: Successful completion of all MSW foundation year course work.*

SOWK 7133: Behavioral Methods in Social Work Practice 3 credits

Prepares social workers with the knowledge, values and empirically-supported behavioral intervention skills applicable in a variety of settings. *Prerequisites: Successful completion of all MSW foundation year course work.*

SOWK 7134: Social Work Practice with Substance Abusing Families 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.*

SOWK 7135: Social Work Practice with 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.*

SOWK 7136: Case Management 3 credits

Provides knowledge, values and skills regarding the historical development, processes and models for case management in the social services. *Prerequisites: Successful completion of all MSW foundation year coursework.*

SOWK 7137: Crisis Intervention 3 credits

The development of knowledge, values and skills that address 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.*

SOWK 7138: Supervision in the Social Services 3 credits

The development of the knowledge, values and skills necessary to provide competent supervision in direct social services. *Prerequisites: Successful completion of all MSW foundation year course work.*

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.*

SOWK 7141: Directed Independent Study 3 – 6 credits

An individualized research study of a social work issue conducted under the direction and supervision of an MSW faculty member. *Prerequisites: Admission to the MSW program, written consent of the sponsoring MSW faculty member, and written consent of the MSW Program Director.*

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 Coordinator.*

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 Coordinator.*

SOWK 7157: Field Experience Elective III 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 Coordinator.*

PROGRAMS
DEGREES

COLLEGE OF EDUCATION

Mission and Objectives

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

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

MASTER OF EDUCATION

Graduate students may pursue 10 different major programs for certification. Degree programs are designed for fifth-year level certification. Education courses are offered in foundations, teaching fields, research and statistics. The following array depicts the 10 major programs of study, identifies the college offering each specific program and provides the telephone numbers for each.

M.Ed. Program	College	Telephone
Early Childhood Education	College of Education	(229) 430-6471
Educational Leadership	College of Education	(229) 430-4715
English Education	College of Arts and Humanities	(229) 430-4833
Health and Physical Education	College of Education	(229) 430-4762
Mathematics Education	College of Sciences and Health Professions	(229) 430-4886
Middle Grades Education	College of Education	(229) 430-6471
Music Education*	College of Arts and Humanities	(229) 430-4849
Science Education	College of Sciences and Health Professions	(229) 430-4811
Special Education	College of Education	(229) 430-6471
School Counseling	College of Education	(229) 430-4715

* Not accepting applicants

Categories of Admission for the Master of Education Degree

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

Regular Admission

1. An undergraduate degree from an accredited college or university.
2. An undergraduate grade-point average of at least 2.5.
3. A score on the MAT of no less than 44 or a score on the Aptitude Test of the GRE of no less than 800.

Admission Requirement for Certified Teachers: Clear Renewable Teaching Certificate, three work-related letters of recommendation, and a writing sample

Admission Requirement for Non-Certified Teachers: Non-certified teachers may only be admitted to the

Departments of Counseling, Teacher Education (Early Childhood, Middle Grades, and Special Education), or Health and Physical Education after meeting the following criteria: GACE Basic (or exemption), three letters of recommendation, a writing sample, 2.5 GPA, meet current MAT or GRE admission to the Graduate School, meet current admission to Teacher Education requirements

Provisional Admission

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

1. An undergraduate degree from an accredited college or university.
2. An undergraduate grade-point average of at least 2.5.
3. A score on the MAT of no less than 27 or a score on the Aptitude Test of the GRE of no less than 700.

A student satisfying 9 semester hours of course work with no grade of less than a "B" may be admitted to regular status. If the previous criteria are not met, the student will be withdrawn from the program.

Non-Degree Admission

Applicants interested in study for personal enrichment or for job-related requirements are admitted under the non-degree status. While students may enroll for an unlimited number of courses in the non-degree status, they must be fully aware that a Master's degree is not awarded at the completion of courses in this status. Only 9 semester hours of coursework completed in non-degree status may be considered toward the Master's degree, provided students meet the criteria of provisional or regular admission status.

Transient Admission

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

Special Admission

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

1. The student has an overall GPA of at least 3.0.
2. The Vice President for Academic Affairs approves the academic department's recommendations for the student to enroll in graduate courses. (Such approval is granted on a semester-by- semester basis; continued enrollment is not provided.)
3. The student limits one's graduate enrollment to a total of 9 semester hours of study. No more than 6 semester hours of graduate study 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).

Change of Status

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

Appeals of Admission Status

Decisions regarding the student's admission status may be appealed. Information regarding appeals may be secured from the Graduate Studies Office or the program coordinator of the degree program in which the student is attempting to enroll. Such appeals and their associated documentation are referred to the graduate admission appeals committee of the Graduate School. The student has the right of further appeal sequentially to the Vice President for Academic Affairs, and finally, the President of the University.

Change of Degree Program

Before a student can change a major, he/she must be officially admitted into the major. Before changing a major, student must consult with an advisor in the new degree program.

Application for Graduation

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

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

Degree Requirements

Comprehensive Examinations

In partial fulfillment of the M.Ed. degree, students are required to satisfactorily pass a comprehensive examination. The comprehensive examination may be taken three times. A third failure on the comprehensive examination results in termination from the degree program. Educational Leadership and School counseling students are NOT required to take comprehensive examinations.

Comprehensive Examination Eligibility

Graduate students are eligible to take the M.Ed. comprehensive examination in the last semester of their study or when they have completed all the courses in Area C of their degree **program** and the advisor has granted permission. A student is eligible to take the comprehensive examination only if (a) a passing score on the GACE Content **Exam** has been filed with the student's advisor, and (b) courses for the major area (Area C or the Professional Courses) have been completed with grades no less than a "B." Grades less than "B" in Area C of the Program of Study must be repeated. The overall grade-point average for all 36 semester credit hours for the Master of Education must be no less than 3.0 on a four-point scale. No grade less than "C" will be accepted in any course.

Schedule

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

Nature of the Examination

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

Examination Committee

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

Administration

The comprehensive examinations shall be arranged and supervised by the College of Education.

Grading

A member of the examination committee must grade each item using an established rubric. Each test item will receive one of the following grades: "P" for passing or "F" for failing.

Retest Sessions

If the examination committee determines that an examinee has failed the comprehensive examination, the student retakes the examination. A new test will be administered. Retest sessions must not be scheduled later than two weeks prior to the final examinations for potential graduates.

Reporting

The program coordinator shall report all examination results and seminar paper grades to the chairperson within one week of the date of the regular examination. The Chair, using the Graduate School's Report of Non-Course Work

EDUCATION
PROGRAMS

EDUCATION

Requirements form, shall report the results of each examination or seminar paper to the Graduate School. The Dean of the Graduate School officially informs the student of the results.

Exceptions

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

DEGREE PROGRAMS

Other Policies

Correspondence Credits

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

Grade-Point Average

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

Non-Resident Credits

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

Transfer Credit

Maximum of 9 semester credits of transfer credit may be applied toward the completion of the M.Ed. degree. The credit must be indicated on the student's Internal Review of Student's Record and program check sheet. Some program areas do not accept transfer credits in Area C of the degree-planned program. Transfer credits must have been earned within six years of the semester of graduation.

Curricular Components of the Degree Program

Most M.Ed. programs require 36 semester credit hours (School Counseling requires 48 semester credit hours.) to be completed within six years of the semester of graduation. In those cases, credit hours are distributed according to the following general design:

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

Total Minimum Semester Hours Required 36-48

(48 for School Counseling only)

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

COLLEGE OF EDUCATION GRADUATE FACULTY

Abayomi, Babatunde, Ph.D., Georgia State University. *Specialty: Science Education and Research Methodology*

Andero, Abraham, Ph.D., University of Southern Mississippi. *Specialty: Educational Leadership and Research*

Beard, Audrey W., Ed.D., Jackson State University. *Specialty: Early Childhood Education*.

Bembry, Deborah, Ph.D., University of Iowa. *Specialty: Early Childhood Education, Foundations and Educational Leadership. Interim Chair, Department of Counseling and Educational Leadership*.

Biasiotto, Judson, Ed.D., University of Georgia. *Specialty: Health, Drug Education and Physical Training*

Bynum, Leroy, D.M.A., **University of Georgia**. Professor, Dean, College of Arts & Humanities

Bryant, Rhonda, Ph.D., University of Virginia. *Specialty: School Counseling*

Fields, Kimberly, E.D., Georgia Southern University. *Specialty: Special Education. Interim Chair, Department of Teacher Education*

George, Rani, Ph.D., University of Delaware. *Specialty: Educational Research and Statistics.* Dean of the Graduate School.

Goldsmith, SaDohl, M.A.ED., Clark Atlanta University. *Specialty: School Counseling*

Griffin, DaShonera, Ph.D., Auburn University. *Specialty: Special Education*

Grimsley, Alan Paul, Ph.D., Georgia State University. *Specialty: Educational Leadership*

Hill, James, Ph.D., University of Iowa. *Specialty: English. Chair, Department of English and Modern Languages.*

Hood, Marcia, Ph.D., University of Alabama at Tuscaloosa. *Specialty: Music. Chair, Department of Fine Arts*

Jenkins, Patricia, Ed.D., Tennessee State University. *Specialty: Reading Education*

Johnson, Joyce, Ph.D., University of Mississippi. *Specialty: Nursing. Dean of the College of Sciences and Health Professions*

King-Jupiter, Kimberly, Ph.D., Indiana University-Bloomington. *Specialty: Educational Foundations. Dean of the College of Education*

Lupinski, Kirsten, Ph.D., University of Cincinnati. *Specialty: Education Foundations and Health Promotion Education*

Medlin, Dorene, Ed.D., University of Georgia. *Specialty: Science Education*

Oladunjoye, Ganiyu, Ph.D., Bowling Green State University. *Specialty: Educational Leadership*

Porter, Rhonda, Ph.D., Auburn University. *Specialty: Mathematics Education*

Puller, Shawn, M.M., Ithaca College. *Specialty: Music Education*

Rollins, Carolyn W., Rh.D., Southern Illinois University-Carbondale. *Specialty: Counseling*

Roosta, Seyed, Ph.D., University of Iowa. *Specialty: Mathematics. Chair, Department of Mathematics and Computer Science*

Saleem, Daa'iyah, Ph.D., Ohio State University. *Specialty: Early Childhood Education*

Scott, Kevin, Ph.D., Purdue University. *Specialty: English Education*

Trujillo, Juan. *Specialty: Statistics & Measurement.*

Walker, Quiteya, Ph.D. *Specialty: Rehabilitative Counseling*

Williams, Richard, Ed.D., University of Georgia. *Chair, Health and Physical Education. Specialty: Exercise and Sport Science*

Wrensford, Louise, Ph.D., Brown University. *Specialty: Chemistry. Chair, Department of Natural Sciences*



DEGREE PROGRAMS

EARLY CHILDHOOD EDUCATION

This program leads to the T-5 certification in Early Childhood Education and is designed to prepare master teachers to work with children in **grades** PreK-5. This program also provides knowledge and skills for teachers to serve in leadership roles in curriculum development, supervision and research in the field of Early Childhood Education. Graduates become master teachers who are poised for administrative positions in all fields of education.

The purpose of the M.Ed. in Early Childhood Education is to sanction leadership for **PreK-5** populations. **Candidates** complete 36 hours of courses designed to augment resourceful and imaginative problem-solving skills for K-5 populations. All classes implement the College of Education's conceptual framework: Reflective transformative practitioner, culturally-responsive practitioner, **technologically**-competent practitioner. **Candidates** have to be admitted by the graduate school before being admitted into the program.

Objectives of the Program

1. The Early Childhood Education Program prepares **PreK-5** school teachers to become accomplished educators who are empowered to impact the communities they serve by raising the academic achievements of young children from diverse backgrounds.
2. **Candidates** in the Early Childhood Education Program will gain knowledge and skills for designing and implementing culturally responsive teaching strategies that are infused with technology and hone reflective practices that refines effective dispositions for teaching.
3. **Candidates'** progression through the Early Childhood Education Program will lead to an array of evidenced-based best practices in **PreK-5** settings, creative and effective teaching performances, strengthened knowledge for making data-driven decisions, and methodologies for impacting student achievement through action research.
4. The Early Childhood Education Program adds to the knowledge that current teachers already have about early childhood education.
5. The Early Childhood Education Program enhances understanding **of how** the influence the intellectual, emotional, and physical development of young children relates to teaching and learning.

Admission to the Program

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

Program of Study

Area A - Nature of Learners and Learning Problems

3hrs

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

Area B - Programs and Problems of the School

3 hrs

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

EDAS 6648 Economics in Education

DEGREE PROGRAMS

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Area C - Teaching Field **18 hrs**

ECEC	5509	Theories, Design and Program Development in Early Childhood Education
ECEC	5512	Cultural Diversity in Early Childhood Education
ECEC	5525	Math Experiences for Young Children
ECEC	5527	Science Experiences for Young Children
ECEC	5535	Reading in Early Childhood Education
ECEC	5545	Infant Education
ECEC	5550	Social Studies in Early Childhood Education
ECEC	5555	Creative Physical Experiences in Early Childhood Education
ECEC	5560	Counseling in Early Childhood Education
ECEC	5565	Diagnosis and Remediation
ECEC	5570	Theories of Play
ECEC	5575	Parent Involvement in Early Childhood Education
ECEC	5580	Tests and Measurements in Early Childhood Education
ECEC	5581	Evaluation of Research in Early Childhood Education
MATH	5508	Computer Mathematics for Teachers
EDUC	5000	Professional Development for Accomplished Educators
SPED	5501	Exceptional Children
SPED	5512	Characteristics of Children and Youth with Mild Learning, Intellectual, and or Behavioral Problems
SPED	5524	Instructional Strategies for Teaching the Mildly Disabled
SPED	5530	Parent Counseling
@EDRG	5596	Content Area Literacy
EDUC	5590	Practicum I: Internship in Early Childhood Education (Preschool)
EDUC	5591	Practicum II: Internship in Early Childhood Education (Primary)

* Reading endorsement available

@Reading Endorsement Course

Area D - Research

EDUC	5501	Educational Research (Prerequisite: EDUC 5500)	3 hrs
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Area E - Electives (to select with advisor)

**EDUC	5500	Educational Statistics	9 hrs
*Major courses (four of the five).			
***Pre-requisite			

Total Hours Required.

36 hrs.

COURSE DESCRIPTIONS

ECEC 5500 - Early Childhood Development.....3(3-2) Advanced course in the physical, emotional, social and intellectual development of infants and young children through nine years of age and in observations of children in this age period for the purpose of applying principles and plotting developmental changes. Observation-laboratory experiences will be included to reflect on those observations.

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

Provides for the analysis and evaluation of the needs of both student and teacher in differential 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.

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

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

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

This course will focus on current research trends and issues, historical, philosophical and sociological influences that

have shaped early childhood education. Controversial issues and alternative approaches to solve problems will be investigated.

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

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

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

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

ECEC 5521- Science Experiences for Young Children.....3(3-0)

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

ECEC 5530 - Communicative Arts In Early Childhood Education.....3(3-0)

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

ECEC 5535 - Reading In Early Childhood Education.....3(3-0)

Focuses on the teacher's task in early childhood. Special attention to current approaches and such

MASTER'S DEGREE IN EDUCATIONAL LEADERSHIP

Degree Program

The graduate program in Educational Leadership leads to a Master's degree. The M.Ed. planned degree program lists a minimum of 36 semester hours of coursework to be completed within six years from the date of enrollment. A maximum of nine semester hours may be earned as transfer credits. These credits must be indicated on the student's planned program during the first semester of enrollment as a graduate student admitted in full status. Students are expected to confer with their advisor each semester. They should complete and sign the planned program with their advisor. In advance of the expected date of graduation, the student is expected to apply for graduation with the Registrar's Office.

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 two years' experience in professional education.

Area A: Nature of Learner	3 hrs.
EDAS 5580 School Discipline Problems	

Area B: Programs & Problems of the School	3 hrs.
EDAS 5511 Technology for Educational Administration	

Area C: Major Area	21 hrs.
EDAS 5501 Introduction to Organizational Leadership	
EDAS 5515 Curriculum and Instruction for Educational Leadership	
EDAS 5533 Legal Aspects of Education	
EDAS 5541 Educational Supervision	
EDAS 5568 Field Experience in Educational Administration	
EDAS 5570 School Business Management	
EDAS 5573 School Personnel Administration	

Area D: Research

EDUC 5500	Educational Statistics
EDUC 5501	Educational Research

6 hrs.**Area E: Guided Elective**

EDUC 5509	Philosophy of Education
SPED 5547	Behavioral Management of Exceptional Children

3 hrs.**COURSE DESCRIPTIONS****EDAS 5501- Introduction to Organizational Leadership3(3-0)**

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

EDAS 5511 - Technology for Educational Administration.....3(3-0)

This course prepares educational leaders at the building level to apply technology and its applications in the learning environment with particular reference to performance-based curriculum, 21st century learners and differentiated instruction.

EDAS 5515 - Curriculum and Instruction for Educational Leadership3(3-0)

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

EDAS 5533 - Legal Aspects of Education3(3-0)

A study of legal structure of public education rights and responsibilities of school personnel, rights of parents and students are related topics. Emphasis is on study, analysis of constitutional proscription/prescription and practical application in Georgia of pertinent court cases.

EDAS 5541- Educational Supervision.....3(3-0)

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

EDAS 5568 - Field Experiences In Educational Administration.....3(3-0)

Field experiences include 150 hours of administrative experience in 12 major areas of school administration as outlined in the EDAS **Field Experience** Manual. Each student will prepare an experience portfolio reflecting all experiences. Weekly logs and reports are submitted by e-mail to the instructor.

EDAS 5570 - School Business Management3(3-0)

A study of business procedures and functions involved in managing school system budget, budget control, taxes, QBE, salary scheduling, inventories, accounting and bus transportation. Emphasis will be placed on practical application in Georgia.

EDAS 5573 - School Personnel Administration... 3(3-0)

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

EDAS 5580 - School Discipline Problems3(3-0)

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

EDUCATION SPECIALIST DEGREE IN EDUCATIONAL LEADERSHIP

The Education Specialist Program in **Educational Administration and Supervision** leads to a Specialist degree in Education (Ed.S) and a **performance-based level 6 (PL-6) certification** in the State of Georgia. The program includes a personalized set of field and academic experiences designed to assist students in developing a high level of knowledge and skills as school principals,

curriculum directors, subject area supervisors, central school district administrators and supervisory staff members. The student may choose the building level or system level specialization. At the building level, students are not only prepared for basic managerial and instructional leadership responsibilities, they also have opportunities to specialize in a more narrowly defined area of instructional management. At the system level, students will be prepared for administrative or supervisory positions in the school district office. The program design facilitates this by uniquely configuring both academic and field experiences for each student to emphasize the student's desired specialization. Further all courses in Educational Leadership will include performance-based activities which the candidate may complete at either the building or the system level based on their specializations.

The program is designed for persons who have earned a Master's degree and hold an Educational Leadership position **or role** that requires the State of Georgia renewable Level 6 (PL-6) certification. A minimum of 30 semester hours of graduate credit beyond the Master's degree is required to complete the program*. Only those courses taken after admission to the Ed.S. program may be used to fulfill the requirement of the Ed.S. degree, which includes applicable transfer credits. Credit usable in the planned program must not be more than six years old at the time the degree is completed. A maximum of 6 semester credit hours of transfer credit from an approved institution offering the performance-based Ed.S. degree may be approved for inclusion in the planned Ed.S. Program.

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

Admission Requirements

A student desiring to pursue an Education Specialist degree in Educational Leadership must present a passing score on the GACE Content Assessment in Educational Leadership. **The GACE Content Assessment in Educational Leadership becomes an exit requirement, effective September 1, 2011.** 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 a 3.0 GPA on a 4.0 scale for graduate work completed.
4. must provide a proof of passing score on the GACE II in Educational Leadership **until September 1, 2011..**
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.

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 program requirements. The student and advisor will sign the program check sheet. A copy of the check sheet will be filed in the Department, the Graduate School and the Registrar's Office.

Program Completion

Students are responsible for making application for graduation after completing 15 semester hours of course work. To be eligible for the Ed.S. Degree and recommendation for the PL-6 certification by Albany State University, the student must meet all of the following requirements:

1. Only those courses taken after admission to the Ed.S. Program may be used to fulfill the requirements of the Ed.S. degree. This includes transfer credits.
2. Credits usable in the planned program must not be older than six calendar years at the time that the degree is completed.
3. A maximum of 6 semester hours of transfer credits from an approved institution offering a performance-based Ed.S. degree may be approved for inclusion in the planned Ed.S. program. Such credits must be approved by the Program Coordinator.
4. Only credits with grades of "B" or better are accepted in the Ed.S. program.
5. **The student's Ed.S. program must include a minimum of 30-36 graduate semester hours of course work, which must be in educational leadership, administration and supervision- with at least 50% of the course work being performance-based.**
6. **Twelve semester hours of graduate field 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.

COURSE DESCRIPTIONS

EDAS 6651- Educational Facilities Planning.....**3(3-0)**

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

EDAS 6655 – The Principal as Instructional Leader 3(3-0)

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.

EDAS 6670 - School Finance..... 3(3-0)

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

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

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

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

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

EDAS 6710 - The Superintendent 3(3-0)

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

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

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

EDAS 6733 - Educational Policy 3(3-0)

The process of policy development at the local, state and federal levels and the influences of social, economic and political factors are studied. Emphasis will be on school law as it relates to policy development and English Education.

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

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

ENGLISH EDUCATION

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

Objectives of the Program

1. To increase the English teacher's knowledge of American and English literature as well as the literatures of other nations, literary genres and literary criticism, including awareness of minority and adolescent literature.
2. To enhance the English teacher's knowledge and understanding of language learning and their relationships to various styles of teaching and learning.
3. To improve the English teacher's competence in teaching communication.
4. To improve the English teacher's understanding of and competence in developing effective curricula for secondary English.
5. To offer a sequential, holistic program of study which will strengthen strategic areas in the preparation of the secondary English teacher and provide opportunities for exploration of problems in teaching and learning

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- English at the secondary level.
6. To provide an opportunity for the English teacher to increase competence in other fields related to English, i.e., drama, speech and reading.
 7. To prepare the English teacher for the successful application for a T-5 certificate.

Admission to the Program

Admission to the English Education Program requires an undergraduate degree in English Education, or the equivalent, from an accredited college, a fully renewable T-4 certificate, and satisfactory scores on the Graduate Record Examination or Miller Analogies Test. Students are also governed by the general admission procedures and requirements for the M.Ed. degree program, and they may matriculate in the English Education program under the same categories of admission.

Program of Study

Area A - Nature of the Learner and Learning Problems

(Minimum of 3 semester hours)

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

Area B - Programs and Problems of the School

(Minimum of 6 semester hours)

EDUC	5504	History of Education
EDUC	5509	Philosophy of Education
EDUC	5517	Methods and Materials of Language, Literature and Composition*
EDUC	5524	Methods and Materials in Teaching English in the Secondary School**
EDUC	5526	Linguistics and the Teaching of English
EDUC	5528	Teaching Composition in the Secondary School**
EDUC	5538	Curriculum Planning*
EDUC	5540	Curriculum Principles
EDUC	5593	Internship I - Internship in the Secondary School
EDUC	5594	Internship II - Internship in the Secondary School
READ	5505	Improving Reading Instruction in the Content Areas***

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

ENGL	5304	History of the English Language***
ENGL	5500	Bibliography and Research Methods**
ENGL	5615	Advanced Exposition for Teachers**
ENGL	5600	Shakespeare
ENGL	5606	Medieval Literature
ENGL	5609	Introduction to Linguistics
ENGL	5612	Advanced Grammar and Syntax
ENGL	5621	Literature of the Sixteenth and Seventeenth
ENGL	5632	Restoration and Eighteenth Century Literature
ENGL	5641	Romanticism
ENGL	5650	Modern Drama
ENGL	5651	Victorian Literature
ENGL	5670	Modern British Literature
ENGL	5681	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	5794	African American Drama
ENGL	5908	Literary Criticism**

Area D - Research (Minimum of 3 semester hours)

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

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

EDUC	5513	Language Study for Middle Childhood
EDUC	5514	Literature for Middle Childhood
EDUC	5515	Adolescent Literature
MEED	5500	Introduction to the Selection of Print and Non-Print Materials
MEED	5530	Selection and Utilization of Educational Media

* Required course

** Program must include one of these courses

*** Recommended if not previously taken.

**** Required unless previously fulfilled

Total Hours Required.....36 hours

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

- Demonstrate an acceptable knowledge of research methods in English, resources for English studies and approaches to literary criticism, including the ability to apply these in research.
- Demonstrate a general knowledge of the bodies of American and English literatures (as indicated by the department's reading list) and specific knowledge of the literary periods and topics in which courses have been taken.
- Demonstrate an acceptable level of mastery of written communication skills. Students preparing to take the comprehensive examination in English may secure copies of previous examination questions from the department.

II. Number of Hours and Academic Average Required:

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

III. Required Courses:

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

ENGL	5304	History of the English Language (required unless previously fulfilled)....3 hrs
ENGL	5500	Bibliography and Research Methods3 hrs
ENGL	5515	Advanced Exposition for Teachers3 hrs
ENGL	5696	Contemporary Literature.....3 hrs
ENGL	5908	Literary Criticism(required unless previously fulfilled).....3 hrs
		One course in American Literature3 hrs
		One course in English Literature.....3 hrs

IV. Number of Attempts

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

Evaluation of Comprehensive Examination in English

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

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the examination, demonstrating competence in each area.

Re-examination

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

COURSE DESCRIPTIONS

ENGL 5304 - History of the English Language (Formerly ENGL 5504)3(3-0)

The development of the English language since the fifth century, emphasizing the philological changes which have occurred.

ENGL 5500 - Bibliography and Research Methods3(3-0)

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.

ENGL 5600 - Shakespeare [Formerly ENGL 5510)3(3-0)

Representative tragedies, comedies and history plays along with major poetry and critical problems in these works.

ENGL 5606 - Medieval Literature (Formerly CHAUCER)3(3-0)

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

ENGL 5609 - Introduction to Linguistics3(3-0)

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

ENGL 5612 - Advanced Grammar and Syntax3(3-0)

Critical examination of salient components of modern syntax and grammar.

ENGL 5615 - Advanced Exposition for Teachers (Formerly ENGL 5515)3(3-0)

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

ENGL 5621 - Literature of the Sixteenth and Seventeenth Centuries

(Formerly Old English Literature)(3-0)

Literary tendencies and thought of the period, including critical study of such major figures as More, Sidney, Donne, Jonson, Herbert and Milton.

ENGL 5632 - Restoration and Eighteenth Century Literature.....3(3-0)

Poetry and prose of the Restoration and Neo-classical periods with emphasis on such figures as Dryden, Congreve, Pope, Swift and Johnson.

ENGL 5641 - Romanticism (Formerly ENGL 5502).....3(3-0)

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

ENGL 5650 - Modern Drama3(3-0)

Major trends in modern drama with readings from playwrights of Britain, Europe and the Americas.

ENGL 5651 - Victorian Literature (Formerly ENGL 5603)3(3-0)

Critical examination of major authors of the period, with some attention to social and cultural background. Focus may be on poets like Browning and Tennyson, prose writers like Carlyle and Ruskin, or novelists like Dickens and Eliot.

ENGL 5610 - Modern British Literature3(3-0)

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

ENGL 5681 - Early American Literature.....3(3-0)

Various genres of literature from the beginnings through the early national period. Attention also given to cultural and historical background.

ENGL 5683 - American Romanticism3(3-0)

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

ENGL 5684 - American Realism and Naturalism3(3-0)

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

ENGL 5685 - Southern Literature3(3-0)

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

ENGL 5686 - Modern American Literature3(3-0)

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

ENGL 5690 - African American Literature3(3-0)

Critical investigation of African-American writing from the 18th through the 20th centuries, with emphasis on major

writers and cultural traditions.

ENGL 5696 - Contemporary Literature.....3(3-0)

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

ENGL 5792 - African American Novel (Formerly ENGL 5692)3(3-0)

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

ENGL 5794 - African American Drama3(3-0)

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

ENGL 5908 - Literary Criticism3(3-0)

Origin and development of the basic principles of literary theory.

HEALTH AND PHYSICAL EDUCATION

The M.Ed. in Health and Physical Education leads to Level 5 certification and prepares students in traditional and innovative methods of teaching physical education and health. Successful new methods of teaching motor skills, conditioning, research, 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
PSYC 5552	Conditions of Learning
PSYC 5509	Introduction to Behavior
PSYC 5555	Conditions of Learning

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

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

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

HEDP 5532**	Environmental Health Aspects
HEDP 5578'*	Concepts in Health and Education
HEDP 5579**	Sex Education
HEDP 5580**	Drug Education
PEDH 5520	Foundations and Trends in Physical Education
PEDH 5522	Cultural Aspects of Sports
PEDH 5527	Motor Learning
PEDH 5528	Psychology of Physical Activity
PEDH 5536	Facilities and Equipment
PEDH 5541	Health and Physical Education for Young Child
PEDH 5550*	Physiology of Fitness
PEDH 5551 *	Mechanical Analysis of Human Motion
PEDH 5555	Measurement in Physical Education
PEDH 5565	Physical Education and the Handicapped Child
PEDH 5581	Directed Reading and Research in Physical Education
PEDH 5583	Research Design
PEDH 5596*	Seminar I

DEGREE PROGRAMS

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

- EDUC 5500* Educational Statistics
 EDUC 5501* Educational Research

Area E - Electives (Minimum of 6 semester hours)

- * Courses required unless previously fulfilled
 ** Six hours must be in a supportive area (Health)

PROGRAMS
DEGREE

COURSE DESCRIPTIONS

HEDP 5532 - Environmental Health Aspects.....3(3-0)

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

HEDP 5578 - Concepts in Health and Education.....3(3-0)

Study of problems and issues directly relating to school and community health.

HEDP 5519 - Sex Education.....3(3-0)

Study of problems and issues directly relating to the physical, emotional and behavioral aspects of sex.

HEDP 5580 - Drug Education.....3(3-0)

Study of the problems and issues directly relating to the use and abuse of drugs in our society.

PEON 5520 - Foundations and Trends in Physical Education.....3(3-0)

Study of the historical, psychological, sociological, anatomical and physiological foundations of education as they relate to physical education and program design.

PEON 5522 - Cultural Aspect of Sports.....3(3-0)

Study of the social nature of sports and its relationship to leisure and culture.

PEON 5521 - Motor Learning.....3(3-0)

Study of the laws of learning as they relate to the acquisition of motor skills.

PEON 5528 - Psychology Of Physical Activity.....3(3-0)

An analysis of psychological principles underlying the teaching and performance of sport and physical activity.

PEON 5536 - Facilities and Equipment.....3(3-0)

Study of the planning, equipping and utilization of a health education facility.

PEON 5541- Health and Physical Education For The Young Child.....3(3-0) Advanced course which investigates the importance of functional movement in early childhood. Experiences in movement education and health-oriented topics will be provided.

PEON 5550 - Physiology of Fitness.....3(3-0)

Study of the effects of muscular activity, work energy, mechanical efficiency, fatigue and training, and physiological tests of fitness.

PEON 5551 - Mechanical Analysis of Human Motion.....3(3-0)

Study of the anatomical and mechanical fundamentals of human motion with special application to physical education activities.

PEON 5555 - Measurement In Physical Education.....3(3-0)

Study of current testing procedures in physical education. Emphasis is placed on evaluation and interpretation of test results as they apply to the individual's abilities, capacities and needs.

PEON 5565 - Physical Education and The Handicapped Child.....3(3-0)

Study of motor pattern development for individuals demonstrating specific handicaps including neurological, visual, auditory, speech and orthopedic deviations.

PEON 5581- Directed Reading and Research In Physical Education.....3(3-0)

Designed to assist the student in exploring specific areas of interest.

PEON 5583 - Research Design.....3(3-0)

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

PEON 5596 - Seminar I.....3(3-0)

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

PEON 5599 - Master's Thesis.....3(3-0)

Independent research done by the student.

MATHEMATICS EDUCATION

The M.Ed. degree in Mathematics Education leads to Level 5 certification in mathematics. A candidate enrolling in this program is expected to hold a T-4 level certification in Mathematics Education. This program requires a minimum of 36 semester hours of graduate work and successful completion of a comprehensive examination in the area of mathematics. Candidates must confer with their advisor to design a planned program, which may include undergraduate courses, as needed, to remedy the lack of preparation in mathematics as determined by the Graduate Committee in the Department of Mathematics and Computer Science. The objectives of the Master of Education program in Mathematics Education are: (1) to provide the students with in-depth knowledge of Mathematics in the areas of algebra, analysis and geometry and their applications; (2) to provide training in the use of technology and educational research in the teaching and learning of mathematics; and (3) to prepare students to use and promote logical thinking skills and problem-solving strategies in the teaching and learning of mathematics.

Degree Requirements

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

Regular Admission

Regular admission to the M.Ed. program with concentration in Mathematics requires that an applicant have an undergraduate degree in Mathematics Education and have satisfied the regular general admission requirements for admissions set by the College of Education at Albany State University. The candidate must have a 2.5 minimum overall undergraduate grade-point average and a clear renewable teaching certification for secondary Mathematics in the state of Georgia. In addition, a student who lacks preparation in Mathematics is required, as a prerequisite to graduate admission, to take undergraduate Mathematics courses as determined by the Graduate Committee in the Department of Mathematics and Computer Science.

Provisional Admission

The candidate is admitted provisionally if some conditions are placed on their status because of grade-point average, standardized test scores or lack of academic preparation in the subject area. A candidate who lacks sufficient preparation in Mathematics is required as a prerequisite, to complete specific undergraduate Mathematics courses, as determined by the Graduate Committee in the Department of Mathematics. No graduate credit is given for courses taken at the undergraduate level. A minimum of 3.0 grade-point average is required for the satisfactory completion of the prerequisite courses. Additionally, the candidate must complete 9 semester hours of study at the graduate level with an average of "B" or better before he/she is granted regular admission to the program.

Non-Degree Admission

Candidates may enroll with this status to complete course work for either certification renewal, add-on certification purposes or personal enrichment provided they satisfy the prerequisite requirements for the course. No more than 9 semester hours of credit earned in this category may subsequently be applied toward meeting the requirements of the Master's degree.

Student Advisement and Program Planning

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

Comprehensive Examination Policy

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

TEACHER EDUCATION PROGRAMS

EDUCATION

DEGREE PROGRAMS

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

PSYC 5515	Educational Psychology
PSYC 5555	Conditions of Learning
SPED 5501	Exceptional Children and Youth**

Area B - Programs and the Problems of Schools

(Minimum of 3 semester hours)

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

Area C - Teaching Field (Minimum of 15 semester hours)

MATH 5111	Theory of Numbers
MATH 5112	Linear Algebra**
MATH 5113	Modern Algebra I*
MATH 5114	Modern Algebra II
MATH 5211	Fundamental Concepts of Analysis I*
MATH 5212	Fundamental Concepts of Analysis II
MATH 5311	Geometry for Teachers**
MATH 5312	Foundations of Geometry*
MATH 5313	Modern Geometry*
MATH 5314	Introduction to Topology

Area D - Research (Minimum of 3 semester hours)

EDUC 5501	Methods of Research in Education*
MATH 5412	Methods of Statistical Analysis**
MATH 5500	Educational Statistics**

Area E - Electives (Minimum of 3 semester hours)

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

MATH 5202	Technology-Oriented Mathematics
MATH 5213	Complex Analysis
MATH 5214	Differential Equations
MATH 5215	Numerical Analysis
MATH 5414	Introduction to Operations Research
MATH 5511	History of Mathematics**
MATH 5670	Special Topics in Mathematical Sciences

* Required course

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

Total Hours Required.....36 hours

COURSE DESCRIPTIONS

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

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

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

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

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

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

MATH 5111 - Theory of Numbers.....3(3-0)

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

MATH 5112 - Linear Algebra.....3(3-0)

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

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

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

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

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

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

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

MATH 5213 - Complex Analysis.....3(3-0)

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

MATH 5214 - Differential Equations.....3(3-0)

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

MATH 5215 - Numerical Analysis.....3(3-0)

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

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

Points, lines, planes, parallel and perpendicular lines, congruence, similarity, measurement, constructions, space figures, analytical geometry and non-Euclidean Geometry. *Prerequisite: Graduate standing*

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

Euclidean and non-Euclidean geometry, including incidence, order and the parallel postulate. *Prerequisite: Graduate standing*

MATH 5313 - Modern Geometry.....3(3-0)

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

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

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

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

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

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

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

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

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

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

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

MATH 5670 - Special Topics In Mathematical Sciences.....3(3-0)

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

* Required course.

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

*** No credit is given toward the graduate program in Mathematics Education. (See courses on pages 78-79)

DEPARTMENT OF PROGRAMS IN MATHEMATICS EDUCATION

MIDDLE GRADES EDUCATION

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. Graduates become master teachers who are poised for administrative positions in all fields of education.

The purpose of the M.Ed. in Middle Grades Education is to sanction 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 school 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.

PROGRAM OF STUDY

Area A - Nature of the Learner

3 hrs

PSYC	5530	Adolescent Psychology
SPED	5547	Behavioral Management of Exception Children
PSYC	5515	Educational Psychology

Area B - Programs and Problems of the School

6 hrs

EDUC	5509	Philosophy of American Education
MGED	5541	Nature & Curriculum Needs of Middle Grade Students

Area C - Teaching Field (Minimum of 15 hours)

15 hrs

Mathematics		
MGED	5532	Methods & Materials for Teaching Mathematics in Middle Grades
MGED	5530	Math Concepts in Middle Childhood Education
MATH	5202	Technology-Oriented Mathematics

LANGUAGE ARTS

MGED	5520	Language Arts Concepts for Middle Childhood
READ	5503	Improving Reading Instruction for Middle School
ENGL	5515	Advanced Exposition for Teachers

SCIENCE

EDUC	5570	Strategies of Instruction in Science
PHYS	5500	Earth Science

SOCIAL SCIENCE

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

Area D - Research (Minimum of 6 hours)**6 hrs**

EDUC	5501	Educational Research
EDUC	5500	Educational Statistics

Area E - Middle Grades Electives (Minimum of 6 hours)**6 hrs**

EDUC	5502	Action/Classroom Research
EDUC	5540	Curriculum Principles
PSYC	5515	Educational Psychology
SPED	5501	Exceptional Children
SPED	5547	Behavioral Management of Exceptional Children

Total Required Hours.....36 hours**Some Acceptable Courses for Substitutions**

(Substitutions must be approved by your advisor)

EDAS	5501	Introduction to Organizational Leadership (Area E)
EDUC	5500	Educational Statistics (Area D or E)
EDUC	5540	Curriculum Principles (Area B or E)
SPED	5501	Exceptional Children and Youth (Area E)
EDUC	5000	Professional Development for Accomplished Educators

*Reading endorsement available.

COURSE DESCRIPTIONS**ARST 5501 - Art Education for Children.....3(3-0)**

Materials, methods and curricula for an elementary art program. Emphasis is on developing procedures and understanding of media for use in the instruction of children at the elementary level.

MGED 5520 - Language Arts Concepts for Middle Childhood.....3(3-0)

Focuses on the language arts instructional program for early adolescent students.

MGED 5530 - Mathematics Concepts for Middle Childhood Education.....3(3-0)

Study of the following as they relate to the learning and teaching of middle grade mathematics: strategies and materials, the child's mathematical development and understanding and assessment.

MGED 5532 - Methods and Materials of Teaching Middle Grades Mathematics.....3(3-0)

Instructional materials and evaluation in teaching mathematics in the middle school.

MGED 5534 - Topics in School Mathematics Curriculum.....3(3-0)

In-depth study of one or two topics which are included in the school mathematics curriculum. May be repeated for credit when topics change.

MGED 5535 -Topics in Middle Childhood Mathematics.....3(3-0)

An integrated approach to content and methods for teaching selected topics in mathematics appropriate for the middle childhood curriculum. An in-depth investigation of selected topics including number theory, graphs, measurement, problem-solving, applications, calculators and assessment materials and techniques.

MGED 5541- Nature and Curriculum Needs of the Middle Grades Student.....3(3-0)

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.

MGED 5572 - Methods and Materials of Teaching Science.....3(3-0)

Activities are selected from the newer curricula projects to give students an overview of each one at various grade levels. These activities are selected from environmental science; early science curriculum project; science curriculum improvement study; science: a process approach; elementary science; and others.

MGED 5581 - Methods and Materials in Teaching Social Studies.....3(3-0)

EDUCATIONAL PROGRAMS

EDUCATION

This course covers instructional procedures, materials and evaluation in teaching social sciences.

SSCI 5580 - Social Studies Concepts and Issues.....3(3-0)

The application of basic social science concepts, skills and processes to the analysis of critical social issues. An interdisciplinary, analytic approach to defining, analyzing and evaluating alternative solutions to local, national and international issues will be undertaken.

SSCI 5582 - Young Child and His or Her Culture.....3(3-0)

Study of the social, political, geographic, economic and technological forces that shape the child's world. Emphasis on the concomitant skills of the presentation of relevant information about such forces.

SSCI 5583 - Social Studies for Global Understanding.....3(3-0)

Social sciences concepts related to a global perspective will be explored through methodologies of history and the social sciences. Students will be encouraged to clarify their own values regarding a global perspective of education.

SSCI 5584 - Concepts and Problems in Law-Related Education.....3(3-0)

Presentation of information to assist students in teaching the following law-related areas: criminal justice, crime resistance, consumer litigation, family, juvenile and school law.

PROGRAMS
DEGREE

SCIENCE EDUCATION

The Department of Natural Sciences of the College of Sciences and Health Professions believes that students should be provided with quality and quantifiable learning experiences needed for professional competence and to become productive citizens in a highly technical society. The Department is determined to meet the needs of the students that we serve. Consequently, Science Education graduates will be able to master the many academic and professional challenges found in the workplace.

This program is designed for persons holding Georgia T—4 certification in Science Education or who have completed basic prerequisite course work for certification in Science Education. This program leads to T—5 certification in Science Education.

The goals of the Department of Natural Sciences are as follows:

1. To help students understand the basic concepts and principles inherent in the body of knowledge of science.
2. To allow students the opportunity to become familiar with and comfortable using the scientific method.
3. To help develop rational thinking in our students. (Science is a cognitive tool used in all intellectual endeavors).
4. To sensitize the future citizenry concerning the role that science and technology play in modern society to foster interests, appreciation, positive attitude and cultural values in harmony with the scientific enterprise.
5. To prepare students for entrance into graduate and professional schools.
6. To prepare students for professional employment in the sciences, including teaching biology and chemistry. The degree requires 36 semester hours, with 18 hours in the cognate field.

Comprehensive Examination

In partial fulfillment of the M. Ed. Degree in Science Education, students are required to pass a comprehensive examination. This examination is administered the semester of expected graduation or upon completion of required coursework. A student is eligible to take the comprehensive examination only if his/her grade-point average is 3.0 or higher in Area C of the degree-planned program. Students may not take the comprehensive examination more than once in an academic semester. A third failure on the comprehensive examination results in automatic termination from the degree program.

The purpose of the comprehensive examination is to assess the student's knowledge of learning experiences that have been introduced in the Master's degree in Science Education (Biology and Science Education Process) programs. The exam will address specific objectives from the cognate field.

Planned Program of Study

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

Total Semester Hours Required: 36

Area A - Nature of the Learner

(Minimum of 3 hours required)

PSYC 5515	Educational Psychology	
PSYC 5530	Adolescent Psychology	
PSYC 5552	Conditions of Learning	

3 hrs

Area B - Program and Problems of the School

(Minimum of 3 hours required)

EDUC 5538	Curriculum Planning	
EDUC 5540	Curriculum Principles	
EDUC 5570	Strategies of Instruction in Science**	

3 hrs

Area C - Teaching Field Courses***

(Minimum of 18 hours required)

15 hrs

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

Cognate Fields - Core

(Minimum of 6 hours from the core)

6 hrs

BIOL 5501	Selected Topics in Botany	
BIOL 5502	Selected Topics in Zoology	
BIOL 5503	Selected Topics in Human Biology	

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

Cognate Fields—Electives

9 hrs

(Minimum of 9 hours chosen from the following)

BIOL 5504	Ecology	
BIOL 5506	Genetics	
BIOL 5508	Parasitology	
BIOL 5510	Microbiology	
BIOL 5515	Selected Topics in Biology	

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

Area D - Research and Statistics

(Minimum of 3 semester hours)

3 hrs

EDUC 5500	Educational Statistics ⁺	
EDUC 5501	Educational Research**	

Area E - Electives (Minimum of 3 semester hours)

3 hrs

SPED 5501	Exceptional Children and Youth ⁺⁺	
	Other elective as approved by the advisor	

* Minimum of 9 semester hours from Areas A & B

** Required course

*** Minimum of 18 semester hours from area C (6 hours of core courses are required). In the chemistry program, core courses may

be omitted if a departmental proficiency exam is passed. The student would complete 15 hours of advanced courses.

⁺ Required for research course. Passing an examination can satisfy course requirements.

⁺⁺ Required only if not previously fulfilled.

COURSE DESCRIPTIONS

BIOL 5501 Selected Topics in Botany.....3(3-0)

This course will emphasize the principles of vascular plant function, including transduction of water and solutes, photosynthesis, respiration and hormonal regulation of growth and development.

BIOL 5502 Selected topics in Zoology.....3(3-0)

This course will emphasize basic concepts of invertebrate zoology. The students (in-service teachers) in the course will help determine course content based upon their specific needs.

BIOL 5503 Selected Topics in Human Biology.....3(3-0)

This course will emphasize various aspects of human morphology and physiology. The topics will be selected to reflect the interests and needs of the students participating in the course.

BIOL 5504 Ecology.....3(3-0)

This course will emphasize principles and concepts of modern ecology. Investigative activities will include analysis of aquatic (marine and freshwater) terrestrial ecosystems.

BIOL 5506 Genetics.....3(3-0)

A review of the basic principles of inheritance and classical genetics with detailed emphasis on molecular genetics, population and eugenics will be covered in this course.

BIOL 5508 Parasitology.....3(3-0)

A detailed study of the common parasites of man and domestic animals will be investigated in this course. Some emphasis will be placed on life cycles and vectors.

BIOL 5510 Microbiology.....3(3-0)

This course will emphasize concepts and principles of bacteria, fungi and other microbial groups. Some attention will be given to morphological, physiological and biomedical relationships in these groups.

BIOL 5513 Mammalian Physiology.....3(3-0)

This course will emphasize the homeostatic mechanisms of such organ systems as cardiovascular, nervous, gastrointestinal, respiratory and genital urinary.

BIOL 5515 Selected Topics in Biology.....3(3-0)

This course will enhance and reinforce biological concepts and principles for biology teachers. Emphasis will also be placed on biology methodology and computer utilization for middle grades and secondary teachers.

BIOL 5518 Biotechnology.....3(3-0)

This course will emphasize the study of gene structure and regulation. Consideration will be given to DNA structure and replication, RNA transcription and processing, protein synthesis and the mechanisms which regulate gene expression. Emphasis will be placed on the study of the above topic using current biotechnology techniques and applications.

BIOL 5519 Plant Biology.....3(3-0)

Particular attention will be placed on the identification, selection and use of materials for correlating the study of plants with other subjects. Students will develop a base knowledge that will enhance his/her effectiveness in planning and executing laboratory and field exercises in botany that will complement lecture presentations.

PHYS 5500 Earth Science.....3(3-0)

Exploration of basic concepts and processes in the earth sciences. Content areas include astronomy, geology and meteorology. Strategies of teaching earth science in the middle and high schools will also be explored.

PHYS 5501 Foundations of Physical Science.....3(3-0)

Foundations of Physical Science is the study of basic principles of physical science and their relation to the teaching of science in the elementary school.

PHYS 5530-5531 Introductory Physical Science.....3(3-0)

This course is designed to prepare students to learn introductory physical science in the secondary school. This course updates and enlarges the student's knowledge in physical science and familiarizes him/her with the materials and methods utilized in I.P.S.

PHYS 5547 Introduction to Oceanography.....3(3-0)

This course emphasizes physical, chemical, geologic and biologic characteristics of the oceans and the interaction between the hydrosphere, atmosphere and biosphere.

PHY S5548 Introduction to Astronomy.....3(3-0)

This course will emphasize the topics related to the theory and consideration of planets, the solar system, stars, galaxy and universe, including the study of constellations, historical overview, astronomy and laws of planetary motion.

PHYS 5549 Weather and Climate.....3(3-0)

This course emphasizes an introduction to the study of the profiles and dynamics of air masses and an overview of system to climatic effects and global distribution of climate.

PHYS 5551 Mathematics of Physics I.....3(3-0)

This course will emphasize algebra of vectors, vector calculus, divergence, gradient, curl, line integrals, surface integrals, divergence of theorem of Gauss, Stokes' theorem, conservative fields, orthogonal curvilinear coordinates, matrices and eigenvalue problems.

PHYS 5552 Mathematics of Physics II.....3(3-0)

This course will emphasize derivation and solution of partial differential equations of physics, wave equation and Laplace's equation, 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 also be considered.

PHYS 5564 Science Concepts.....3(3-0)

Focus on the understanding and application of scientific processes and major concepts relevant to the teaching of middle childhood science.

PHYS 5645 Physics for Secondary School Teachers.....3(3-0)

This course is designed to both refresh and enlarge the high school teacher's knowledge of general physics.

PHYS 5646 Modern Physics for Secondary Teachers I.....3(3-0)

This course is designed to provide students an introduction to special relativity, quantum mechanics and atomic structure. *Prerequisite: General physics*

PHYS 5641 Modern Physics for Secondary Teachers II.....3(3-0)

This course is designed to provide students an introduction to x-ray spectra, molecular structure, solid-state physics, nuclear structure and nuclear reactions. *Prerequisite: PHYS 5646*

PHYS 5660 Classical Mechanics I.....3(3-0)

This course will emphasize elements of Newtonian mechanics, motion of particles in various dimensions, motion of system particles, rigid bodies, gravitational and coordinate systems.

PHYS 5661 Classical Mechanics II.....3(3-0)

This course will emphasize mechanics of continuous media, Lagrange's equations, tensor algebra, inertia and stress tensors, rotation of a rigid body and theory of small vibrations. *Prerequisite: Consent of instructor*

PHYS 5610 Electricity and Magnetism I.....3(3-0)

This course will emphasize electrostatics, steady currents and the magnetic properties of matter.

PYS 5611 Electricity and Magnetism II.....3(3-0)

This course will emphasize the development of field theory leading to Maxwell's equations, plane waves and solutions of Maxwell's equations. *Prerequisite: Consent of Instructor*

PHYS 5681 Introduction to Quantum Mechanics.....3(3-0)

This course will emphasize Schroedinger's theory of quantum mechanics, solutions of Schroedinger's equation, perturbation theory, one-electron atoms, magnetic moments, spin and relativistic effects, identical particles and multi-electron atoms.

PHYS 5685 Seminar in the Teaching of Physics.....3(3-0)

This course will emphasize methods of teaching physics stressing the planning of curricula and laboratory programs.

SPECIAL EDUCATION

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

The Special Education Program provides professional educators an opportunity to enhance their ability to respond positively, creatively and proactively and develop teaching strategies and curriculum skills to enable students with disabilities to access the standard curriculum and address areas of functional and independent living skills. As the candidates progress through the program they will take away knowledge of research-based best practices in their core content areas, strategies for making data-driven decisions, and skills for improving student achievement through action research.

Objectives of the Program

EDUCATION

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

DEGREE PROGRAMS

Admission to the Program

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

Degree Program Requirements

Special Education – General Curriculum

Area A - Nature of the Learner 3 hrs

ECEC	5500	Child Development
EDUC	5555	Clinical Approach to Classroom Analysis
PSYC	5509	Introduction to Behavior Modification
PSYC	5515	Educational Psychology
PSYC	5520	Developmental Psychology
PSYC	5555	Conditions of Learning
SPED	5542	Behavior Modification for Special Education

Area B - Programs and Problems 3 hrs

EDUC	5504	History of American Education
EDUC	5509	Philosophy of Education
EDUC	5512	Sociology of Inner City Child (or
EDUC	5538	Curriculum Planning
EDUC	5540	Curriculum Principles

Area C - Teaching Field 24 hrs

READ	5555**	Diagnosis and Remediation in Reading (or equivalent)
SPED	5501**	Exceptional Child
SPED	5512*	Characteristics of Children and Youth with Mild Learning, Intellectual and/or Behavioral Disabilities
SPED	5524*	Instructional Strategies for Teaching the Mildly Disabled
SPED	5530	Counseling Parents of Exceptional Children
SPED	5545*	Educational Assessment of Exceptional Children
SPED	5563*	Issues in Interrelated Special Education
SPED	5580	Directed Studies in Research and Readings in Special Education
SPED	5590	Teaching of Reading and Math to Exceptional Learners
SPED	5570*	Practicum in Interrelated Special Education

Area D - Research 3 hrs

EDUC	5501	Educational Research
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Area E - Minimum of 3 semester hours required

EDUC 5500 Educational Statistics (or equivalent)

3hrs

*Required course.

**Required unless previously fulfilled.

Reading endorsement available.

Total Required Hours.....36 hrs**Special Education – Adapted Curriculum****Area A - Nature of the Learner****3 hrs**

ECEC 5500	Child Development
EDUC 5555	Clinical Approach to Classroom Analysis
PSYC 5509	Introduction to Behavior Modification
PSYC 5515	Educational Psychology
PSYC 5520	Developmental Psychology
PSYC 5555	Conditions of Learning
SPED 5542	Behavior Modification for Special Education

Area B - Programs and Problems of the School**3 hrs**

EDUC 5504	History of American Education
EDUC 5509	Philosophy of Education
EDUC 5512	Sociology of Inner City Child (or equivalent)
EDUC 5538	Curriculum Planning
EDUC 5540	Curriculum Principles

Area C - Teaching Field**24 hrs**

READ 5555*	Diagnosis and Remediation Reading (or equivalent)
SPED 5501**	Exceptional Child
SPED 5515*	Nature and Characteristics of Intellectual Disabilities
SPED 5525*	Instructional Strategies for Intellectual Disabilities
SPED 5530	Counseling Parents of Exceptional Children
SPED 5545*	Educational Assessment of Exceptional Children
SPED 5563*	Issues in Interrelated Special Education
SPED 5573*	Practicum in Intellectual Disabilities
SPED 5580	Directed Studies in Research and Reading in Special
SPED 5590	Teaching of Reading and Math to Exceptional Learners

Area D - Research**3 hrs**

EDUC 5501	Educational Research
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Area E - Minimum of 3 semester hours required**3 hrs**

EDUC 5500	Educational Statistics (or equivalent)
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*Required course.

**Required unless previously fulfilled.

Reading endorsement available.

Total Required Hours.....36 hrs**COURSE DESCRIPTIONS****SPED 5501 - Exceptional Child.....3(3-0)**

A survey course satisfying House Bill 671 and focusing on the characteristics, identification, prevalence and

EDUCATION

programming of exceptionality areas for which children and youth may obtain special educational services.

SPED 5512 - Characteristics of Children and Youth

with Mild Learning, Intellectual and/or Behavioral Disabilities.....3(3-0)

A study of the commonality of characteristics leading to the identification, placement and service models for children with mild learning and behavior problems.

SPED 5515 - Nature and Characteristics of Intellectual Disabilities.....3(3-0)

Study of the nature and characteristics of children and youth eligible for services in intellectual disabilities on the severe, moderate and mild levels.

SPED 5524 - Instructional Strategies for Teaching the Mildly Disabled.....3(3-0)

Principles, implementation and evaluative criteria for inclusion of systematic instruction, task analysis and behavioral management used for the instruction of children/youth with mild learning and behavioral problems.

SPED 5525 - Instructional Strategies for Intellectual Disabilities.....3(3-0)

The cyclical process of assessment, planning, implementation and evaluation is emphasized. Teaching methods and materials for group instruction, as well as individualized instruction, are highlighted.

SPED 5530 - Counseling Parents of Exceptional Children.....3(3-0)

A study of parent involvement in the delivery of services to handicapped children focuses on individualized educational programming, counseling approaches and agency involvement.

SPED 5542 - Behavior Modification for Special Education Students.....3(3-0)

Application of behavior modification principles and behavior analysis in both general and special education classrooms.

SPED 5545 - Educational Assessment of Exceptional Children.....3(3-0)

Focuses on the use of evaluation to determine classification and eligibility, to plan individualized education programs (IEPs) and to evaluate teacher effectiveness and pupil progress.

SPED 5547- Behavior Management of Exceptional Children.....3(3-0)

An eclectic approach to behavior management. Affective psychodynamic techniques, ecological and environmental arrangements and behavior modification principles are the primary theoretical systems that are explored.

SPED 5563 - Issues In Interrelated Special Education.....3(3-0)

Focuses on the current trends and issues affecting special educators. Objectives for the teacher competency tests in special education are addressed and studied.

SPED 5570 - Practicum in Interrelated Special Education.....3(3-0)

Field-based experiences providing an opportunity for extensive training and application of knowledge with exceptional children in interrelated educational settings.

SPED 5573 - Practicum In Intellectual Disabilities.....3(3-0)

Field-based experiences provide an opportunity for extensive training and application of knowledge with exceptional children and youth in the area of intellectual disabilities.

SPED 5580 - Directed Studies in Research and Readings in Special Education.....3(3-0)

Intensive study in selected areas in the field of special education with application of knowledge in written format, such as a grant proposal, research article or journal publication.

SPED 5590 - Teaching of Reading and Math to Exceptional Learners.....3(3-0)

A study of specialized reading and math techniques and strategies for use with students with learning disorders. Includes diagnosis, remediation, determination of readability levels, error analysis and corrective strategies.

SCHOOL COUNSELING

Albany State University's College of Education, Department of Counseling and Educational Leadership, offers a Master of Education degree in School Counseling. The mission of the School Counseling program is to offer a program of study that provides future school counselors with the knowledge and skills needed to promote the career preparedness, social/emotional development, and academic success of all students. School counselors provide advocacy for all children and collaborate with schools, homes, and community agencies in order to support the academic achievement, career success, and personal social development of students.

The objectives of the Program are to develop school counseling professionals who:

1. Have the knowledge and skills needed to promote the career preparedness, social/emotional development, and academic success of the students they serve.
2. Demonstrate increased levels of accomplishment in increasing students' social/emotional development and career preparedness and enhancing students' academic success after two years of service in counseling positions.

The program provides a comprehensive overview of the professional roles and activities of contemporary school counselors. School Counseling students complete 48 semester hours in four content areas: Area A: Foundation (9) Area B: Nature of Learner (9 hours), Area C: Clinical Skills (24 hours), and Area D: Research (6 hours) Students who successfully complete this program earn the M.Ed. in School Counseling and are eligible for Georgia Certification in School Counseling. Certification candidates are required to pass the GACE I (General) and GACE II (School Counseling Examinations).

All program graduates have the opportunity to complete a professional internship during their first two years of practice. This internship provides mentoring by a certified professional school counselor and portfolio review to help each student assess their effectiveness as a professional school counselor and for professional development.

Students pursuing School Counseling Certification (Add-On) or a Master of Education Degree in School Counseling must be fully admitted to School Counseling before taking courses listed under Professional Studies Area C.

Advisement

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; and completes the students' course audit for graduation.

Clinical Experience

A series of supervised clinical experiences in the public school setting is provided to all students in the program. Seven hundred (700) hours of clinical field work experiences are required. Pre-practicum and practicum experiences provide students with the opportunity to put the skills developed in the classroom into practice. All prerequisites listed below must be met before a student can register for any clinical experience. **PROOF OF PROFESSIONAL LIABILITY INSURANCE COVERAGE IS REQUIRED BEFORE REGISTERING FOR COUN 5570 AND COUN 5595.**

Admission

For admission to the School Counseling Program, students must satisfy graduate admission requirements and either hold Georgia Teacher Certification OR pass the Georgia Teacher Certification Examination (GACE I) – General. Students seeking add-on certification must hold Georgia teacher certification and a master's degree.

Program Completion

To be eligible for the M.Ed. degree in School Counseling and recommendation for S-5 certification by Albany State University, the student must meet the following requirements:

1. Credit hours usable in the planned program must not be older than six calendar years at the time the degree is completed.
2. Complete an Application for Graduation at least two semesters prior to course/program requirement completion.

EDUCATION

3. Maintain a cumulative 3.0 grade point average or better in graduate course work with no grade below a "B" in any School Counseling course.
4. Include a minimum of 48 semester hours of graduate courses in School Counseling as prescribed on the Program check sheet.
5. At least 39 of the credit hours used in completion of the M.Ed. in School Counseling must be earned in residence at Albany State University. Up to 9 semester hours of transfer credit may be applied toward the M.Ed. in School Counseling.
6. Pass the Georgia Assessment for the Certification of Educators examination in School Counseling (GACE II).
7. Satisfy the School Counseling Program's Clinical Experience requirement (COUN 5570 and COUN 5595) in residence at Albany State University.

DEGREE PROGRAMS

Program Planned Degree

Required for Certification in the State of Georgia

SPED 5501 Exceptional Children and Youth

3 hrs

Required for Provisional/ Non-Degree Students

COUN 5000 Introduction to Professional Counseling
COUN 5001 Introduction to Professional Writing
COUN 5002 Professional Issues in Counseling
COUN 5605 Leadership and School Counseling

9 hrs

Required for Certification and Degree Program

Area A - Foundation

COUN 5501 Lifespan Development
COUN 5500 Theories of Counseling
COUN 5600 Ethical and Legal Issues in Counseling

9 hrs.

Area B – Nature of the Learner

COUN 5506 School Counseling Foundations
COUN 5525 School Counseling in P-12
COUN 5520 Multicultural Counseling: Theory and Practice

9 hrs.

Area C – Clinical Skills

COUN 5512 Counseling Strategies and Techniques
COUN 5515 Group Counseling and Dynamics
COUN 5517 Family Counseling
COUN 5531 Career Development and Counseling
COUN 5540 Consultation
COUN 5570 Practicum
COUN 5595 Internship
COUN 5600 Legal and Ethical Issues in Counseling
COUN 5610 Crisis Counseling and Intervention

24 hrs.

Area D: Research

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

3 hrs.

Area E: Electives

COUN 5575 Selected Topics in Counseling

3-6 hrs.

Total Required Hours

48 hrs.

COURSE DESCRIPTIONS

COUN 5000 Introduction to Counseling Profession.....3(3-0)

This survey course provides students with an understanding of the theoretical, conceptual and practical applications of counseling with regard to the profession and its specialties. Ethical issues in Professional Counseling are introduced.

SCHOOL COUNSELING

Students will gain an understanding of basic counseling interventions and the array of specialized careers in the counseling profession. The purpose of this course is to introduce students to the scope of the counseling profession.

COUN 5001 Introduction to Professional Writing.....3(3-0)

This course introduces students to professional writing that aligns with standard practices outlined in the 6th edition of the American Psychological Association's Publication Manual. The course emphasizes the development of professional writing skills that will be used throughout students' graduate and professional careers.

COUN 5002 Professional Issues in Counseling.....3(3-0)

This critical thinking course will assist students with conceptualization and synthesis of current issues and trends Professional Counseling. Students will gain an appreciation of professional involvement and critical thinking as a professional counselor-in-training thru review of research journals.

COUN 5500 Theories of Counseling3(3-0)

An introduction to counseling theories. Students examine the historical development of counseling theories and explore affective, humanistic, behavioral, and cognitive theories. In addition, a case study approach is used to aid students in conceptualizing client issues and selecting appropriate counseling treatments and interventions. Students are also exposed to models of counseling that are consistent with current professional research and practice.

COUN 5501 Lifespan Development.....3(3-0)

This course offers an introduction to the study of human development from conception through death (i.e., the lifespan) that includes theories of physical, psychological, psychosocial, cognitive, moral, identity, and personality aspects of human existence. The course will also explore environmental and genetic factors (also known as nature v. nature), developmental crises and transitions, family development, and community influences as they relate to optimal and exceptional development. Particular attention will be given to helping strategies that facilitate optimal development over the lifespan. a developmental guidance and counseling framework.

COUN 5506 School Counseling Foundations.....3(3-0)

Overview of principles of counseling in modern schools and study of counseling services, best practices and basic concepts relating to organization and operation of school counseling programs. Investigation of program research; design implementation and evaluation; counseling intervention approaches; and the integration of counseling theory, principles, practice and applied research.

COUN 5510 Assessment and Appraisal.....3(3-0)

Overview of principles and techniques of testing and assessment in counseling. Focusing on interpretation of test scores, statistical concepts, reliability, and validity. Strategies for selecting, administering, and interpreting assessment and evaluation instruments.

COUN 5512 Counseling Strategies and Techniques3(3-0)

This course provides an understanding of the counseling process, including the behaviors that influence helping processes, essential interviewing and counseling skills, establishing appropriate counseling goals, designing intervention strategies, evaluating client outcomes, and terminating the counselor-client relationship. *Prerequisite:* COUN 5500

COUN 5515 Group Counseling and Dynamics.....3(3-0)

A theoretical and experiential approach to understanding group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches. Legal issues and ethical standards related to group counseling are explored. *Prerequisite:* COUN 5512

COUN 5517 Family Counseling3(3-0)

Uses a systems perspective for understanding family dynamics and examines major models of family and related interventions. A rationale is introduced for selecting family and other systems theories as appropriate modalities for family assessment and counseling.

Prerequisite: COUN 5512

COUN 5520 Multicultural Counseling Theory and Practice3(3-0)

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

COUN 5531 Career Development and Counseling.....3(3-0)

Focus on career development theories and decision-making models, occupational and labor market information resources, technology-based career information systems; career development and educational planning, implementation, and evaluation. *Prerequisite:* COUN 5500

COUN 5540 Consultation3(3-0) Exploration of effective counseling and consultation with teachers, administrators, parents and community resources. Emphasizes the theories, models, and processes of consultation

and change with teachers, administrators, other school personnel, parents, community groups, agencies, and students

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as appropriate; strategies to promote, develop, and enhance effective teamwork within the school and larger community. *Prerequisite: COUN 5528*

COUN 5555 Directed Independent Study**3(3-0)** A systematic study of problems of special interest in counseling. Students are guided in topic selection and provided with the opportunity to conduct an independent or action research project. *Prerequisite: COUN 5506, COUN 5528 or permission of Program Coordinator*

COUN 5570 Practicum..........**3(3-0)** A minimum of 100 clock hours of supervised clinical experience conducive to the modeling, demonstration, and development of counseling skills. The practicum requires 40 hours of direct service with clients, including experience in individual counseling and group work. Counseling interviews will be recorded. Proof of professional liability insurance coverage is required. *Prerequisite: COUN 5500, COUN 5506, COUN 5512, COUN 5520, COUN 5528, COUN 5531, COUN 5600 or permission of Program Coordinator*

COUN 5575 Selected Topics in Counseling**3(3-0)** This seminar features a combination of lecture, discussion, research and presentation. Topics vary each time course is offered. This class may be taken more than once for credit under different topics. *Prerequisite: permission of Program Coordinator*

COUN 5595 Internship**3(3-0)**

Supervised 600 clock hour internship in a school setting. The requirement includes a mini- mum of 240 direct service clock hours and supervision by the University supervisor and the cooperating school counselor. *Prerequisites: COUN 5510, COUN 5620 or permission of Coordinator*

COUN 5596 Thesis..........**3(3-0)**

Preparation and defense of student research under the supervision of the thesis advisor. *Prerequisites: COUN 5510, COUN 5620 and all COUN required courses or permission of Coordinator*

COUN 5600 Ethical and Legal Issues in Counseling..........**3(3-0)**

The course will provide information germane to current issues, policies, laws, and ethical code mandates to professional school counselors. A thorough examination of the ACA and ASCA ethical codes and standards will be included. *Prerequisites: COUN 5510, COUN 5620 or permission of Coordinator*

COUN 5605 Leadership and Advocacy**3(3-0)**

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

COUN 5610 Crisis Counseling and Intervention..........**3(3-0)**

This course provides an overview of the types and models of crisis intervention used in school and community settings. Consideration of school culture, organization, client variables including developmental needs, diversity and cultural issues will be addressed. Primary, secondary, and tertiary prevention in the School setting will be included.

Prerequisite: COUN 5512

COUN 5620 Research and Program Evaluation for Counselors**3(3-0)**

This course presents a survey of research methods, statistical analysis, needs assessment, and program evaluation. Students use technology and statistical methods in conducting research and program evaluation. *Prerequisite: COUN 5510 or permission of Coordinator*

Teacher Support Services Endorsement

This certification endorsement program is available to professional teachers who hold LEVEL 5 certification and who are nominated by their school principals. The 6 semester hour sequence leads to certification in Teacher Support Services (TSS). This type of certification is in- tended for professional classroom teachers who are preparing to be supervisors of student teachers, mentors for interns and beginning teachers, and other staff development services. The complete program consists of the following courses:

EDUC 5587 Introduction to Teacher Support Services 3 hrs

EDUC 5588 Internship in Teacher Support Services..... 3 hrs

EDUCATIONAL, PSYCHOLOGICAL AND READING FOUNDATIONS

COURSE DESCRIPTIONS

EDRG 5594 - Introduction to Theory & Pedagogy in Reading Education.....3(3-0)

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.

EDRG 5595 - Diagnostic & Prescriptive Procedures in Reading Education.....3(3-0)

This course is designed to provide teachers with knowledge and skills of varied assessment information in order to compare, contrast and analyze students' proficiencies and difficulties. Also, recognizing variability in reading levels and extending assessment to further determine appropriate services are emphasized.

EDRG 5596 - Content Area Literacy3(3-0)

This course is designed to provide teachers with knowledge and skills of varied instructional strategies information in order to assist students' proficiencies to transmit these strategies to support reading and writing instruction. Also, identifying students' learning styles and helping learners connect their learning styles with methods of literacy skills in content areas are emphasized.

EDUC 5500 - Educational Statistics3(3-0)

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

EDUC 5501 - Educational Research.....3(3-0)

A study of research methods, procedures and design, including preparation of research abstracts. Writing reports in the field of education and related areas are presented.

EDUC 5502 - Action/Classroom Research3(3-0)

Advanced research, including action research, as it applies to the classroom.

EDUC 5504 - History of Education3(3-0)

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

EDUC 5509 - Philosophy of Education3(3-0)

A study of the basic tenets of education focusing on current issues and their basic assumptions in schools. The derivations of issues and practices are analyzed.

EDUC 5512 - Sociology of the Inner-City Child.....3(3-0)

This course is a study of the inner-city child. It is designed for the development and implementation of strategies to effectively assist with understanding inner-city children.

EDUC 5513 - Language Study for Middle Childhood3(3-0)

Focuses on elements of language study appropriate to middle childhood including the history and nature of language, the grammar of English, dialects, usage, study skills, spelling and hand-writing.

EDUC 5514 - Literature for Middle Childhood3(3-0)

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

EDUC 5515 - Adolescent Literature.....3(3-0)

Study of literary instruction and of selected literary works, including drama, short story, poetry, essay and novel, relevant to the needs, values and interests of adolescents. Consideration is given to selection of materials, motivation of reading and the development of literary skills appreciation.

EDUC 5518 - Methods and Materials of Language Arts in the Elementary School.....3(3-0)

This course is designed to cover institutional methods, instructional materials and evaluation procedures in teaching language arts in early childhood education.

EDUC 5524 - Methods and Materials in Teaching English.....3(3-0)

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

EDUC 5528 - Teaching Composition in Secondary Schools.....3(3-0)

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

EDUC 5531 - Mathematics Concepts in Secondary Schools.....3(3-0)

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

EDUC 5533 - Methods and Materials in Teaching Secondary School Mathematics3(3-0)

Study of methods, materials and strategies for teaching mathematics; evaluative processes and current problems in

EDUCATIONAL, PSYCHOLOGICAL AND READING FOUNDATIONS
COURSE DESCRIPTIONS
EDRG 5594 - Introduction to Theory & Pedagogy in Reading Education.....3(3-0)
EDRG 5595 - Diagnostic & Prescriptive Procedures in Reading Education.....3(3-0)
EDRG 5596 - Content Area Literacy3(3-0)
EDUC 5500 - Educational Statistics3(3-0)
EDUC 5501 - Educational Research.....3(3-0)
EDUC 5502 - Action/Classroom Research3(3-0)
EDUC 5504 - History of Education3(3-0)
EDUC 5509 - Philosophy of Education3(3-0)
EDUC 5512 - Sociology of the Inner-City Child.....3(3-0)
EDUC 5513 - Language Study for Middle Childhood3(3-0)
EDUC 5514 - Literature for Middle Childhood3(3-0)
EDUC 5515 - Adolescent Literature.....3(3-0)
EDUC 5518 - Methods and Materials of Language Arts in the Elementary School.....3(3-0)
EDUC 5524 - Methods and Materials in Teaching English.....3(3-0)
EDUC 5528 - Teaching Composition in Secondary Schools.....3(3-0)
EDUC 5531 - Mathematics Concepts in Secondary Schools.....3(3-0)
EDUC 5533 - Methods and Materials in Teaching Secondary School Mathematics3(3-0)

mathematics education.

EDUC 5538 - Curriculum Planning3(3-0)

Principles of curriculum planning and development are applied to the specific subtitle area.

EDUC 5540 - Curriculum Principles.....3(3-0)

Models for curriculum development and the forces that bear on curriculum decision-making will be studied. This is the basic course in principles of curriculum development for graduate students, including those from diverse backgrounds with a variety of career goals.

EDUC 5542 - Curriculum Needs and Trends3(3-0)

Thorough analysis of the nature and curriculum needs and trends of middle grade students, including program rationale, goals, principles, organizational patterns and instructional alternatives.

EDUC 5550 - Educational Measurement.....3(3-0)

Theory and use of standardized measurement instruments in educational settings.

EDUC 5553 - Psychology of the Inner-City Child.....3(3-0)

Analysis of the special problems that arise in the relationship between teachers and students in the inner-city community; review of innovative programs with field observations and investigations of psychological, cultural and ecological factors which most strongly influence education in this setting.

EDUC 5555 - Clinical Approach to Classroom Analysis3(3-0)

Intensive study of various components of the teaching-learning process in the classroom using the latest instructional technology.

EDUC 5563 - Science in the School Curriculum.....3(3-0)

Designed for both elementary and secondary teachers; focuses on the development of science curricula in the schools. Rationale and style of recent curriculum innovations in science, the history and development of science in the schools, approaches to curriculum development and application to current school problems.

EDUC 5570 - Strategies of Instruction in Science.....3(3-0)

Designed for teachers in middle schools and high schools. Provides a study of the following topics: nature of science and implication for teaching nature of learning science, a system for instruction, instructional skills and evaluation of science teaching.

EDUC 5587 - Introduction to Teacher Support Services.....3(3-0)

Designed to introduce the professional teacher to the theories and practices of supervising student teaching, internships, mentoring beginning teachers and other support services designed for staff development of professional personnel. Prerequisite: Consent of instructor

EDUC 5588 - Internship in Supervision of Student Teaching3(1-9)

Application of the theories and practices introduced in EDUC 5587. *Prerequisite: Must be assigned to supervise a student teacher, intern or beginning teacher*

EDUC 5590 - Practicum I: Internship in Early Childhood Education (preschool)3(3-0)

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

EDUC 5591- Practicum II: Internship in Early Childhood Education (primary).....3(3-0)

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

EDUC 5593-4-5 - Internship in the Secondary School3(3-0)

Students gain potential application of knowledge gained through courses taken. *Prerequisite: Consent of instructor*

EDUC 6600 - Advanced Educational Psychology3(3-0)

A study of the theories of learning in public elementary and secondary schools with special attention to the Georgia model. Basic overview of memory and behavior is presented. The thrust of the course is to improve learning in schools.

EDUC 6700 - Foundations in Education.....3(3-0)

A general survey course of organizational design, governance, finance, philosophy, curriculum, leadership, classroom control, management and psychology of learning.

EDUC 7101 - Advanced Educational Research.....3(3-0)

A study of research methods, procedures and design, including preparation of research abstracts. Writing reports in the field of education and related areas is presented. Action research is focused on current problems in schools.

MEED 5500 - Introduction to the Selection of Print and Non-Print Materials3(3-0)

Introduction to the selection process. The student will develop selection criteria for many types of materials and will evaluate selection services.

MEED 5510 - Production of Educational Media3(3-0)

Design and production of instructional materials. Design and application are related to current theories of communication.

MEED 5530 - Selection and Utilization of Educational Media.....3(3-0)

Designed to meet the needs of experienced educators to improve competencies needed to select, utilize, evaluate and modify the wide range of educational media.

PSYC 5509 - Introduction to Behavior Modification3(3-0)

Introduction to the principles underlying behavior modification and behavior analysis as they apply to various settings. Applied behavior projects will be required. Emphasis will be placed on empirical findings.

PSYC 5515 - Educational Psychology3(3-0)

Introduction to the application of psychological theory of educational problems, including the methods of learning and instruction. (This course is a prerequisite for advanced courses in related areas.)

PSYC 5520 - Developmental Psychology.....3(3-0)

Examination of dynamics of psychological development throughout the human life cycle with emphasis on the period from infancy through adolescence. Various theoretical perspectives, as well as related research, are studied. (This course is a prerequisite for more advanced courses in related areas.)

PSYC 5530 - Adolescent Psychology3(3-0)

Study of theory and research on behavior and development of adolescents and youth with emphasis on the implications of these data for education and socialization over the transitional period from childhood in contemporary American society.

PSYC 5550 - Theories of Learning.....3(3-0)

A study of various theories of learning using tapes, film, lectures and class discussion.

PSYC 5555 - Conditions of Learning3(3-0)

A study of the fundamental principles of human learning. The practical implications in education , including learning processes involved in conditioning, verbal learning, transfer, memory, concept formation, perceptual learning, problem-solving, thinking, language and motor learning.

READ 5503 - Improving Reading Instruction for the Middle School Reading Program 3(3-0)

A course designed to acquaint middle grade teachers with strategies for improving the teaching of reading in the middle grades. Emphasis on improving content, reading-study skills and writing-thinking skills.

READ 5505 - Improving Reading Instruction in the Content Areas.....3(3-0)

A course designed to acquaint secondary school teachers with instructional strategies and materials for implementing reading instruction through subject matter courses.

READ 5555 - Diagnosis of Reading Difficulties.....3(3-0)

A course designed to analyze the causes of reading problems as well as provide knowledge in the principles of diagnosis and remediation, with major emphasis on formal and informal assessment techniques.

EDUCATIONAL PROGRAMS

PERSONNEL & INDEX

General Administrative Officers

Freeman, Everett J.

President

B.A., Antioch College M.A., University of Illinois Ed.D.,
Rutgers University

Tucker, Nyota

Chief of Staff and University Counsel
B.A., Howard University
J.D., University of Georgia

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Vice President for Academic Affairs
B.S., University of Ife
M.S., Ph.D., Louisiana State University

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Vice President for Student Affairs
B.A., St. Augustine's College
M.A., Clark Atlanta University
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M.S.L.S., Atlanta University
Ph.D., Kennedy-Western University

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D.M.A., University of Georgia

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PERSONNEL & INDEX

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DEPARTMENT PROGRAMS

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Sykes, Ellis <i>Vice President Emeritus of Academic Affairs</i> B.S., Morehouse College M.S., University of Georgia Ph.D., University of Georgia	Ph.D., University of Texas at Austin	
*Tift, Rosa B. <i>Professor Emerita of Reading</i> B.S., Albany State University M.A., Florida A&M University Ph.D., Florida State University	Wilson, Lucille <i>Professor Emeritus of Nursing</i> B.S.N., Florida A & M University M.N., Ed.D., University of Florida	
Washington, Betty J. <i>Professor Emerita of Biology</i> B.S., Grambling College M.A., Atlanta University Ph.D., Atlanta University	Wilson, Maudecca L. <i>Professor Emerita of Education</i> B.S., Albany State University M.A., Atlanta University Ph.D., University of Oklahoma	
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	* Deceased	
UNIVERSITY SYSTEM OF GEORGIA		
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Larry R. Ellis	At-large	(08/01/09 - 01/01/16)
Rutledge A. (Rusty) Griffin Jr.	First	(1/01/11 - 1/01/18)
Robert "Bob" F. Hatcher.	At-Large	(01/06/06 - 01/01/13)
C. Thomas Hopkins, Jr., MD	Third	(04/16/10 - 01/01/17)
W. Mansfield Jennings, Jr.	Eighth	(01/06/06 - 1/01/13)
James R. Jolly	Ninth	(01/01/08 - 01/01/15)
Donald M. Leebern, Jr..	At-Large	(01/01/05 - 01/01/12)
William "Dink" H. NeSmith, Jr. (Vice chair)	Tenth	(03/13/08 - 01/01/15)
Doreen Stiles Poitevint	Second	(01/01/11 - 01/01/18)
Willis J. Potts, Jr.	Eleventh	(03/07/06 - 01/01/13)
Neil L. Pruitt, Jr..	Fifth	(04/19/11 - 01/01/17)
Wanda Yancey Rodwell	Fourth	(01/01/05 - 01/01/12)
Kessel Stelling, Jr.	Sixth	(01/01/08 - 01/01/15)
Benjamin J. Tarbutton, III (Chair)	Twelfth	(01/06/06 - 01/01/13)
Richard L. Tucker	Seventh	(01/28/05 - 01/01/12)
Larry Walker	At-Large	(08/01/09 - 01/01/16)
Philip A. Wilheit, Sr.	At-Large	(01/18/11 - 01/01/13)
Chancellor:	Huckaby, Hank M.	

THE UNIVERSITY SYSTEM OF GEORGIA

The University System of Georgia includes all state-operated institutions of higher education in Georgia—1 library, 2 research institution, 4 research universities, 2 regional universities, 13 state universities, 14 state colleges, and 2 colleges. These 38 public institutions are located throughout the state.

A 19-member constitutional Board of Regents governs the University System, which has been in operation since 1932. Appointments of Board members are made by the Governor, subject to confirmation by the State Senate. The regular term of Board members is seven years.

The Chairperson, the Vice Chairperson and other officers of the Board are elected by the members of the Board. The Chancellor, who is not a member of the Board, is the chief executive officer of the Board and the chief administrative officer of the University System.

The overall programs and services of the University System are offered through three major components: Instruction; Public Service/Continuing Education; Research. Instruction consists of programs of study leading toward degrees, ranging from the associate (two-year) level to the doctoral level, and certificates.

Requirements for admission of students to instructional programs at each institution are determined, pursuant to policies of the Board of Regents, by the institution. The Board establishes minimum academic standards and leaves to each institution the prerogative to establish higher standards. Applications for admission should be addressed in all cases to the institutions.

Public Service/Continuing Education consists of non-degree activities, primarily, and special types of college-degree-credit courses. The non-degree activities are of several types, including short courses, seminars, conferences, lectures and consultative and advisory services in a large number of areas of interest. These activities are designed by each institution to meet special educational, informational and cultural needs of the people of the service areas of that institution. Typical college-degree-credit public service/ continuing education courses are those offered through extension center programs and teacher education consortiums.

Research encompasses investigations conducted primarily for discovery and application of knowledge. These investigations conducted on campuses and at many off-campuses and at many off-campus locations, cover a large number and a large variety of matters related to the educational objectives of the institutions and to general societal needs.

Most of the research is conducted through the universities; however, some of it is conducted through several of the senior colleges. The policies of the Board of Regents for the government, management and control of the University System provide autonomy of high degree for each institution. The executive head of each institution is the President, whose election is recommended by the Chancellor and approved by the Board. State appropriations for the University System are requested by, made to, and allocated by the Board of Regents.

SERVICES
PROGRAMS

INSTITUTIONS

GEORGIA PUBLIC LIBRARY SERVICE

1. Georgia Public Library Service
Atlanta, GA 30345-4304

RESEARCH INSTITUTES

1. Skidaway Institute of Oceanography
Savannah, GA 31411

RESEARCH UNIVERSITIES

1. Georgia Health Sciences University - H; B, M, D
Augusta, GA 30912
2. Georgia Institute of Technology – H; B,M,D
Atlanta, GA 30332
3. Georgia State University – H; B,M,J,S,D
Atlanta, GA 30303-3083
4. University of Georgia – H; B, M, J, S, D
Athens, GA 30602

REGIONAL UNIVERSITIES

1. Georgia Southern University – H; B, M, S, D
Statesboro, GA 30460
2. Valdosta State University – H; A, B, M, S, D
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STATE UNIVERSITIES

1. Albany State University – H; B, M, S
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2. Armstrong Atlantic State University – H; A, B, M, D
Savannah, GA 31419-1997
3. Augusta State University – H; A, B, M, S
Augusta, GA 30904-2200
4. Clayton State University – H; A, B, M
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5. Columbus State University – H; A, B, M, S, cD
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6. Fort Valley State University – H; B, M, S
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8. Georgia Southwestern State University - H; A, B, M, S
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9. Kennesaw State University – H; B, M, S, D
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10. North Georgia College & State University – H; A, B, M, S, cD
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1. Abraham Baldwin Agricultural College – H; A, B
Tifton, GA 31793
2. Atlanta Metropolitan College - A, B
Atlanta, GA 30310-4498

3. College of Coastal Georgia - A, B
Brunswick, GA 31520
4. Dalton State College - H; A, B
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5. Darton College - A, B
Albany, GA 31707-3098
6. East Georgia College – H; A, B
Swainsboro, GA 30401-2699
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Gainesville, GA 30503
8. Georgia Gwinnett College – H; B
Lawrenceville, GA 30043
9. Georgia Highlands College – H; A, B
Rome, GA 30161
10. Georgia Perimeter College – A
Decatur, GA 30034-3897
11. Gordon College – H; A, B
Barnesville, GA 30204-1762
12. Macon State College – H; A, B
Macon, GA 31206
13. Middle Georgia College – H; A, B
Cochran, GA 31014-1599
14. South Georgia College – H; A, B
Douglas, GA 31533-5098

TWO YEAR COLLEGES

1. Bainbridge College – A
Bainbridge, GA 39819
2. Waycross College – A
Waycross, GA 31503-9248

KEY

H-On Campus Student Housing facilities

Degrees Awarded:

- A-Associates
- B-Bachelor's
- J-Juris Doctor
- M-Master's
- S-Specialist in Education
- D-Doctor's
- cD-Doctor's offered in cooperation with a University System university, with degree awarded by the university

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Center for Student Development, Counseling and Testing	(229) 430-4667
Financial Aid	(229) 430-4650
Fiscal Affairs	(229) 430-4609
General Information	(229) 430-4600
Library	(229) 430-4799
Public Safety	(229) 430-4711
Registrar-Transcripts, Readmission, Enrollment Verification	(229) 430-4638
College of Arts and Humanities	(229) 430-4832
College of Business	(229) 430-2749
College of Education	(229) 430-4715
College of Sciences and Health Professions	(229) 430-4724
Graduate School	(229) 430-4862
Housing Office	(229) 430-4741
Student Activities	(229) 430-4739
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