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**THE HONORS PROGRAM**

The Honors Program at Albany State University is designed to provide superior students with opportunities to maximize their intellectual poten- tial and to provide them with higher degrees of challenge and competition. To this end, the Honors Program offers students the opportunity to receive individualized instruction, thereby interacting with top faculty members; to enroll in small, enriched classes; to pursue areas of interest through independent projects and research; and to participate with others of similar abilities.

**ADMISSION**

The Honors Program seeks to recruit academically talented students whose records and performance reflect an ardent desire for an in-depth and enriched educational experience. While standards to measure such an individual may be arbitrary, a freshman applicant ordinarily should (1) have an aggregate minimum SAT score of 1000, (2) rank in the top 5% of his or her high school graduating class, (3) exhibit potential for lead- ership and academic excellence, and (4) demonstrate an ability to read with comprehension and to utilize communication skills (oral and writ- ten) effectively.

**RETENTION**

A candidate’s admittance to the Honors Program does not necessarily mean that the student will remain in the program. Yearly, the Honors Program Advisory and Planning Committee reviews the progress made by each student and determines whether the student should continue in the pro- gram. A student accepted in the Honors Program may exit the program under one of these conditions:

1. Graduation with Honors Program Merit Scholar designation: Those students who complete all college requirements for graduation, who fulfill Honors Program course requirements and who have an overall grade point average of 3.0 or above will graduate with Honors Program Merit Scholar designation. (Existing graduation honors based solely on grade-point average will continue and run parallel to

the Honors Program).

2. Voluntary transfer into the regular degree program: Some students may elect not to qualify for Honors Program Merit Scholar and choose only portions of the Honors curriculum to satisfy standard graduation requirements.

3. Mandatory transfer into the regular degree program: Upon a review of a candidate’s performance by the Honors Program Advisory and Planning Committee, a student may be dropped from the program if his or her grade point average falls below 3.0. A student whose grade point average falls below 3.0 will be counseled and informed that he or she will be dropped from the program if he or she fails to achieve a semester grade point average of 3.0 the following semester. A student should seek to maintain a grade point average of 3.0 or above at all times.

**OUTREACH PROGRAMS**

Outreach Programs at Albany State University provide lifelong learning and educational services to the citizens of Southwest Georgia who need nontraditional programming and systems of delivery. The various programs are classified as non-credit Category I Continuing Education Units, (CEUs) or Category II for conferences, independent study, and pre-college programs. The curricula provide sound educational programs, which give the participant general as well as specialized education. The non-credit category includes courses for career development, personal enrich- ment, special conferences, workshops, lectures, institutes, and consultant services for a variety of professional and community needs. Independ- ent study may be arranged at the high school and University levels through distance learning such as GSAMS, satellite, and/or web based instruction. All programs are planned for citizens who have varied backgrounds, different levels of maturity and limited time to further their ed- ucation.

**SDU CREDIT**

Individual “Staff Development Units” for school system employees and other educational agencies may be awarded contingent upon the PRIOR APPROVAL of the appropriate certifying agent for the respective educational agency.

**NON-CREDIT COURSES**

Non-credit courses are offered in the following areas:

The Arts Computers English Language

Foreign Languages

Health Issues

Professional Development

Teleconferences Women’s Issues Youth Courses Just Plain Fun!

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**COOPERATIVE EDUCATION**

The Cooperative Education Program is designed to complement a student’s formal education with a series of paid, productive work experience in a field related to a student’s career or educational goals. The cooperative segments can begin during the sophomore year and continue during the junior and senior years.

The program enables students to prepare realistically for meaningful careers by allowing them to relate classroom theory to practical application on the job. While students are engaged in productive employment, they will have the chance to observe skilled professionals at work in their fields of specialty–an opportunity which will help them decide whether their vocational aspirations show promise of long range personal satisfaction.

The Co-op Program at Albany State University is open to all students in all areas of professional interests and preparation. The requirements for admission into the Co-op Program are as follows:

1. Successful completion of thirty (30) semester hours of academic credit with a 2.5 grade point average or better out of a possible 4.0.

2. Successful completion of a series of interviews with the Director/Coordinator of Cooperative

Education.

A transfer student must meet both the above requirements and must have completed at least twelve

(12) semester hours of academic work at Albany State University with a 2.5 grade point average or better out of a possible 4.0.

**OFF-CAMPUS PROGRAMS**

Off-Campus Programs are coordinated by the Office of Academic Affairs and are thereby governed by all policies of Academic Affairs. For the purpose of off-campus instruction, the Vice-President for Academic Affairs is assisted by a coordinator who, in this capacity, works with deans and chairpersons of academic units to assist them with assessing the educational offerings at sites within the University’s service area.

For efficiency, the University has identified off-campus program sites that are dispersed throughout its geographical area. All off-campus programs or courses are offered at on site or through Video IP Conferencing.

Off-campus sites are currently located at Bainbridge, Fort Valley, Waycross and Tifton. An Instructional Center Liaison serves each off-campus site where there is a need.

**DEPARTMENT OF MILITARY SCIENCE Army ROTC Program**

Reserve Officer’s Training Corps

Albany State University offers courses in Basic and Advanced Military Science. The basic courses, taken during the freshman and sophomore years, are designed to teach principles and techniques of leadership and to develop in each student an understanding of the role of the Army in the defense of the United States.

The purpose of the advanced course, taken during the junior and senior years, is to educate selected students in a balanced course of officer train- ing, both theoretical and practical, which will qualify them to perform the duties of a commissioned officer in the Army of the United States. Upon receiving the Bachelor’s degree each student who successfully completes the advanced course will be commissioned as a second lieutenant in one of the career branches in the United States Army.

While participating in the advanced course, each student is paid $200 per month for the academic school year, not to exceed 10 months for each of the two years. Additionally, during the summer between the junior and senior years, while the student attends the Advanced ROTC Summer Camp, he/she will receive approximately one-half of a second lieutenant’s pay for the five-week period. Optional activities include participating in Ranger Challenge, Drill Team, Color Guard, Pershing Rifles Military Fraternity, planned weekly Field Training Exercises (FTXs), and a host of fund-raising activities throughout the school year.

**TWO-YEAR PROGRAM**

For those students who were unable, or did not elect, to enroll in the basic course and who desire to pursue a commission, the Army has devel- oped a two-year program. The requirements of the basic course can be met by attending a six-week course. Veterans who wish to pursue a com- mission may enter the advanced program with evidence of satisfactory prior service, appropriate academic standing and approval of the Professor of Military Science. Students with at least two to four years of JROTC desiring to pursue a commission and enter the advanced course, must pro- vide a cadet performance report from their instructor, be academically aligned as a junior and approved by the Professor of Military Science.

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**SCHOLARSHIP PROGRAM**

The Army ROTC Scholarship Program offers financial assistance to outstanding young men and women. Each scholarship pays tuition, books, labs and other associated fees, plus a subsistence allowance of $2,000 per year ($200 per month). All scholarships provide the same benefits un- less otherwise noted. Any recipient of a scholarship must fulfill an active duty or reserve duty (Army Reserve, or Army National Guard) service obligation upon completion of required academic ROTC courses. Please see the Professor of Military Science for more details. Army ROTC of- fers a variety of scholarships. They are:

• Four-year National open to all qualified high school students accepted to any four-year college/ university with an ROTC program.

• The four-year scholarship pays full tuition, fees, laboratory fees and provides a book slip of $500 for the school year (divided into $250 each semester). The University also provides a room and board tuition incentive for all four-year ROTC recipients (Four-Year National, Four- Year Green to Gold and Four-Year HBCU winners.)

• Four-year Historically Black College/University (HBCU) open to all qualified high school students who are accepted to any HBCU with an

ROTC program.

• Four-year Green to Gold open to Army veterans attending college after a completed enlistment in the Regular Army.

The minimum requirements for these scholarships are: U.S. citizenship, be at least 17 years old by October the year of the award and no older than 27 at graduation (waiver up to 31 for up to 4 years of prior service), high school graduate or equivalent, 920 SAT/19 ACT, and pass a mili- tary physical exam and an Army fitness exam. DEADLINES: Early Decision Cycle application by 15 July, SAT/ACT by November, and win- ners announced by December. Regular Decision Cycle application by 15 November, SAT/ACT by November, and winners announced by March the following year.

• Three-year Campus Based open to all full-time students regardless of whether they are currently enrolled in ROTC. Those winners not currently enrolled must agree to compress freshman (MILS 1110, 1120) and sophomore (MILS 2210, 2220) classes or be able to receive placement credit (i.e., JROTC or veterans). The application deadline is 15 April and the winners are announced in May each year. Qualifications-920 SAT or 19 ACT, 2.5 GPA, minimum of 27 semester hours, have three full academic years remaining, pass a physical exam and pass the Army Physical Fitness (APFT) with 50 points in each event.

• Two-year Campus Based open to all full-time students but compression of classes is not allowed. Non-enrolled winners must be veteran, have taken at least three or four years of JROTC, or agree to attend a six-week basic camp (not Basic Training or Boot Camp) at Fort Knox, Kentucky. Travel to and from camp, free meals, and lodging are provided at no expense to the student. The student also receives approximately $700 for attending the camp. Qualifications 2.0 GPA, a minimum of 60 semester hours, have two full academic years remaining, pass a physical exam, pass the APFT and complete Basic Camp.

• Two-year On Campus same as the three-year except compression is not allowed. Nonenrolled winners must either be veterans or agree to attend a six-week basic camp at Fort Knox, Kentucky (travel) to and from camp and free meals and lodging provided, plus approximately

$767 stipend). Qualifications 2.0 GPA and two years left to complete degree requirements.

• Two-year Basic Camp special scholarship offered to basic camp graduates not already scholarship winners. Qualifications 2.5 GPA.

• Professor of Military Science (PMS) Two-Year Incentive special scholarship awarded by the PMS to any qualified student.

**DEPARTMENTAL MISSION**

The mission of the ROTC program is to instruct and train the ROTC cadet so that each graduate shall have the qualities and attributes essential to a progressive and continuing career as an officer in one of the branches in the United States Army. Inherent to this mission are the objectives:

1. Mental to provide a collegiate education in a mutually agreed discipline leading to a Bachelor’s degree.

2. Moral to develop in the cadet a high sense of duty and the attributes of character, with emphasis on integrity, discipline and motivation essential to the profession of arms.

3. Physical to develop in the cadet those physical attributes essential to a career as an officer in the United States Army.

4. Military to provide a broad military education rather than individual proficiency in the technical duties of junior officers. Such proficiency is of necessity, a gradual development, the responsibility for which evolves in the graduates themselves and upon the commands and schools to which they are assigned after being commissioned.

\*Any student who successfully completes military science courses (MILS 1110, 1120, 2210 OR 2220) with a “C” or better can substitute 1 unit of Physical Education toward graduation credit.

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**REQUIREMENTS FOR ROTC**

**A. General**

1. Character be of good moral character as evidenced by record in home, community and at the institution where enrolled.

2. Citizenship be a citizen of the United States as described by AR 145-1.

3. Age be at least 17 years of age for enrollment in the advanced course. Male applicants under 18 years of age and female applicants who are under legal age established by their state of legal residence require parental consent. The maximum age is 30 at the time of appointment (waiverable up to 34 for non-scholarship applicants). Scholarship applicants, minimum age is 17 by 1 October of the year of enrollment and the maximum age is 27 on 30 June of the commissioning year (waiverable up to 31 for up to 4 years of prior service).

4. Medical be physically fit as defined by AR 145-1 and AR 40-501

|  |  |  |
| --- | --- | --- |
| **B. Military Science Curriculum**  **Freshman Year** | **Fall** | **Spring** |
| MILS 1110 Introduction to ROTC | 1 | 1 |
| MILS 1120 Introduction to Military Leadership |  | 1 |
| **Sophomore**  MILS 2210 Basic Military Land Navigation and First Aid  MILS 2220 Basic Military Skills and Tactics | **Fall**  2 | **Spring**  2 |
| **Junior Year**  MILS 3310 Advanced Leadership and Military Tactics  MILS 3320 Advanced Leadership and Military Tactics II | **Fall**  3 | **Spring**  3 |

**Senior Year Fall Spring**

MILS 4410 Leadership Challenge and Goal Setting 3

MILS 4420 Transition to Lieutenant 3

Freshman courses may be taken in any order. Sophomore courses may be taken in any order but should not be started before MILS 1110 and MILS

1120 have been completed. All courses have a required Leadership Lab which meets once a week for two hours for all enrolled students.

|  |  |  |
| --- | --- | --- |
| **Suggested Course of Study**  **Freshman Year** | **Fall** | **Spring** |
| MILS 1111 Leadership and Personal Development  MILS 1121 Introduction to Tactical Leadership | 1 | 1 |
| **Sophomore**  MILS 2211 Innovative Team Leadership  MILS 2221 Foundations of Tactical Leadership | **Fall**  2 | **Spring**  2 |
| **Junior Year**  MILS 3311 Adaptive Team Leadership  MILS 3321 Leadership in Changing Environments | **Fall**  3 | **Spring**  3 |
| **Senior Year**  MILS 4411 Developing Adaptive Leaders  MILS 4421 Leadership in a Complex World | **Fall**  3 | **Spring**  3 |

**CENTER FOR EXCELLENCE IN TEACHING, LEARNING AND ADVISING**

The mission of the Center for Excellence in Teaching, Learning and Advising (CETLA) is to foster excellence in scholarship and learning at the university. The CETLA promotes successful teaching and learning through providing student comprehensive support systems to help students be- come more proficient learners and providing opportunities for the faculty to build capacity to become effective instructors. The primary focus of the Center is to foster high levels of academic achievement of students from initial matriculation to graduation

The Center for Excellence in Teaching, Learning and Advising provides services to students, faculty and staff through five major components: Faculty Development, Retention, Regents’ Testing, Academic Advisement and Learning Support.

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**FACULTY AND STAFF DEVELOPMENT**

CETLA sponsors a variety of faculty development activities most of which are designed to enhance the level of effective teaching at the Univer- sity. Workshops and seminars strengthen faculty skills in teaching, advising, research and service. CETLA also supports faculty members’ prepa- ration for promotion, tenure, post-tenure review and developing a five-year professional plan. Some of the workshops offered to assist faculty include WEB-CT, Academic Advising, Reading and Writing across the Curriculum Model, Instructional Technology, and Developing a Profes- sional Portfolio. In addition to faculty activities, a number of services are offered for the staff at the university who lend their assistance to the total support of the educational efforts of the university and the Center.

**RETENTION**

With the emphasis on student development, the Retention Unit of CETLA provides services that reinforce scholarly work and achievement, by helping students reach their educational goals. All academic support services are offered from a student’s freshman year through graduation. Many of the services offered through the Retention Unit are various workshops to include Study Skills and Test-Taking Strategies, Stress and Time Management, Graduate Records Examination, How to Study for Mid-Term and Final Exams, Math Anxiety and Freshman Seminars. Other en- richment activities include Academic Skill Development, Supplemental Instruction and Online Tutorials.

**REGENTS’ TESTING**

The Regents’ Test, coordinated by CETLA, provides activities, Regents’ Test preparation workshops and lab enrichment opportunities for any test takers with fewer than 45 college credit hours. The workshops allow students to engage in discussions, to practice taking the test using simula- tions, and to complete web site readings in content areas of natural and social sciences and the humanities. In addition to comprehension devel- opment, extensive vocabulary skill development is encouraged in and out of the workshops.

**ACADEMIC ADVISEMENT**

The Advisement Center, which operates under the organizational umbrella of CETLA, is an interdependent arm of the academic advising system of the University. This Center’s goal is to give effective, convenient academic support in the form of advisement, registration assistance and lim- ited tutorial services to freshmen and sophomore students in a friendly and patient manner. Staff members assist students in planning programs of study and with locating the right academic resources on campus. Students who are undecided about a major, non-traditional students and stu- dents who experience academic difficulties receive the academic advisement appropriate for their unique situations.

**LEARNING SUPPORT SERVICES**

The university provides learning support services to assist students in improving and enhancing skill development in reading, English and math- ematics. Learning support services are designed for students whose test results indicate need for additional training to remedy deficiencies in read- ing, English and mathematics.

Students who do not meet the University’s established admission requirements, as reflected by Scholastic Aptitude Test (SAT) or American Col- lege Testing (ACT) scores, are required to take the Compass Test to determine proficiency in reading, English and mathematics. Students will be required to take Learning Support courses (non-credit) to remove the identified deficiencies in any of the three subjects listed earlier, as indicated by the Compass.

Students must take the required Learning Support courses during the first semester of enrollment at the university and continue taking these courses each semester of enrollment until all requirements have been met. Learning Support students may not accumulate more than 20 hours of academic credit before completing all Learning Support requirements, if they do, they will not be allowed to take further credit courses until all Learning Support requirements are met.

Students enrolled in Learning Support courses and college credit courses may not drop or withdraw from Learning Support courses and remain in college credit courses. The student’s academic advisor must advise and approve the schedule of a student who is withdrawing from or drop- ping a course(s).

**LEARNING SUPPORT COURSES**

The following non-degree credit courses are offered in Learning Support:

• ENGL 0098 Basic English • ENGL 0099 Basic English

• MATH 0097 Basic Math • MATH 0099 Basic Math

• READ 0098 Developmental Reading • READ 0099 Development Reading

**LEARNING SUPPORT SUSPENSION**

A student must satisfy academic deficiencies within a specified time frame established by the Board of Regents. A student who has not completed requirements for exiting a Learning Support area (English, reading, or mathematics) after twelve semester hours or three semesters whichever occurs first, will be suspended. That student may not be considered for readmission within three years of the suspension.

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Prior to suspension, a student may appeal in writing to the Director of the Center for Excellence in Teaching Learning and Advising for one ad- ditional course. The student must be individually evaluated and determined to have a reasonable chance of success, must be in an exit level course and must have reached the limit in only one Learning Support area. If granted the additional course, the student may enroll in only the Learning Support course.

Other Services

In collaboration with other departments at the university, the CETLA offers support tutorials for students in various content areas. In addition to content area tutorials, workshops and training sessions will be provided to support the general population in various subjects needed. The CETLA supports faculty development needs in collaboration with the Educational Technology Training Center (ETTC) and in conjunction with various departmental programs at the University.

**THE WEEKEND UNIVERSITY**

Realizing the need to offer a curriculum for a non-traditional student population, Albany State University has developed the Weekend University (WEU). WEU provides non-traditional students an opportunity to get a college degree by completing core curriculum requirements through a se- ries of weekend courses.

The University defines its target audience as non-traditional students who have been out of high school at least five years or whose high school class graduated at least five years ago. Other criteria defining the non-traditional student include those holding a high school diploma from an ac- credited or approved high school as specified in the University System of Georgia Board of Regents Policy; Section 402.0101 or having satis- factorily completed the GED, having earned fewer than 30 transferable semester credit hours and having not attended college within the past five years (or in good standing at the last college attended if admitted to the college as a non-traditional student).

Albany State University recognizes that students’ needs today cannot be met with yesterday's responses. We can not ignore the disparities that exist between age groups, particularly those 25 and older. Just adding a weekend program without adequate support services will continue to ad- versely impact institutions that do not consider the specific needs of students who enroll in these programs.

State University provides the same high quality services extended to day students. This does not mean that each area has to be fully staffed, but if the need arises, the services will be available. WEU students pay the same tuition and fees paid by day students and they deserve the same serv- ices.

Health Services Financial Aid Security Academic Records Computer Access Advisement Counseling Tutorial Assistance

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