
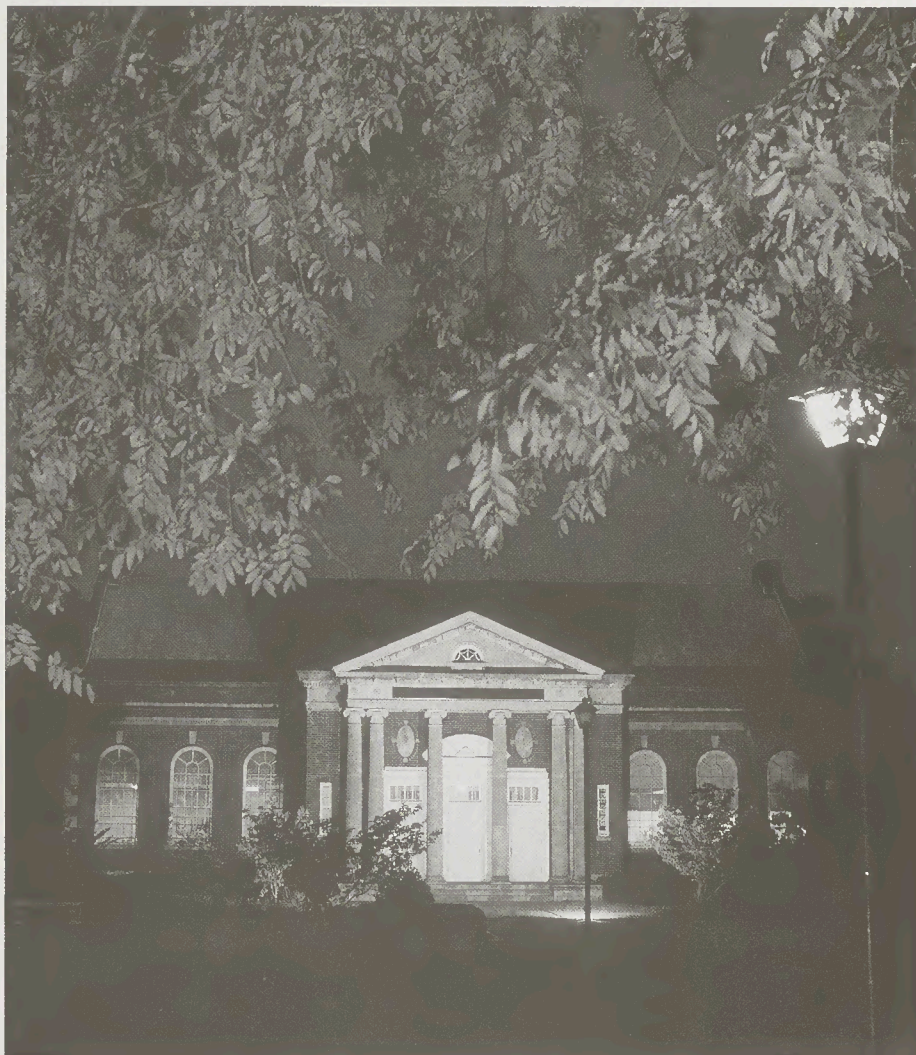


Albany State



**Graduate Studies
Catalogue • 1996-1998**



Albany State University

A Unit of the University System of Georgia

Graduate Catalogue 1996-1998

Albany State University

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

Albany State University recruits, admits and provides services, financial aid, and instruction to all students without regard to race, religion, sex, handicap 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 race, religion, sex, handicap or national origin.

Important

The statements set forth in this catalogue are for informational purposes only and should not be construed as the basis of a contract between a student and this institution.

While provisions of this catalogue will ordinarily be applied as stated, Albany State University reserves the right to change any provision listed in this catalogue, including but not limited to, academic requirements for graduation, without actual notice to individual students. Every effort will be made to keep students advised of any such changes. Information on changes will be available in the Office of the Director of Admissions for changes made by the University; and in the Office of the Vice-President for Academic Affairs when changes are made in an academic area. It is especially important that each student note that it is his/her responsibility to keep himself/herself apprised of current graduation requirements for his/her particular degree program.

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

Albany State University
Catalogue and Announcements 1996-1998
(Official Series)

VOL. XXXIX

January 1996

No. 1

For Information on Admissions
912/430-4646 Outside-of-State 1-800-822-RAMS
Published by Albany State University, Albany, Georgia 31705
Second-Class Postage Paid at Albany, Georgia 31705

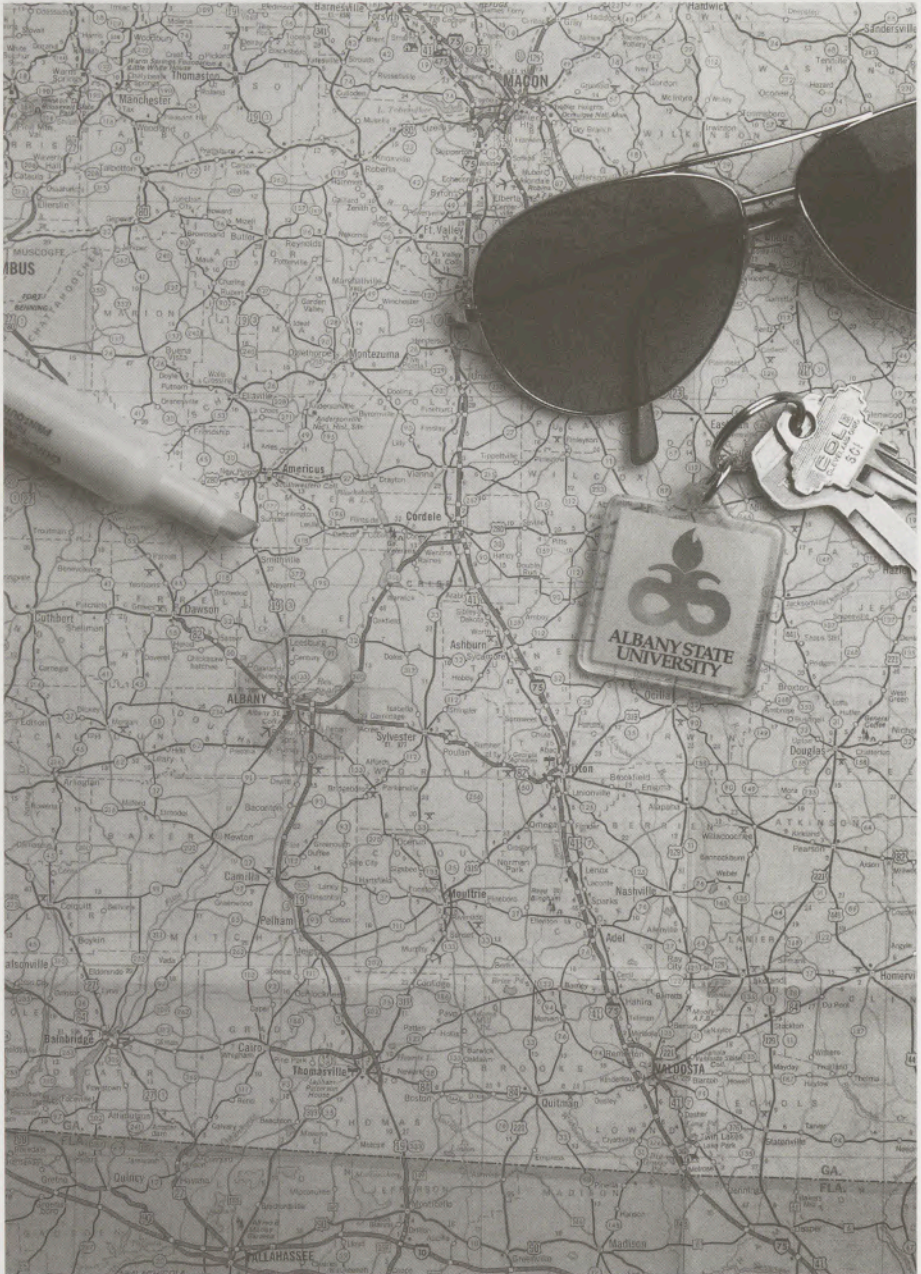


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Academic Calendar



1996-1998 Academic Calendar

Fall Quarter 1996

Deadline for applications for admission or readmission for Fall Quarter 1996.	September 1
Residence Halls open at 8:00 a.m. for new students.	September 12
New Student Orientation	September 12-15
New Student Registration	September 16
Registration for upperclassmen and graduate students. See class schedule for exact time and place.	September 17
Classes begin. No registration or payment of fees on this date. Consult class schedule for date, time and place of schedule adjustments and late registration.	September 18
Mid-Quarter Examinations	October 31 & November 1-2
Last day to drop a course and receive a grade of "W".	November 5
Homecoming Activities	TBA
Thanksgiving recess begins after last scheduled class.	November 20
Classes resume at 7:00 a.m.	November 26
Last day to apply for admission or readmission for Winter Quarter 1997.	December 1
Instruction Ends	December 3
Final Examinations	December 4-7

Winter Quarter 1997

Residence Halls open at 8:00 a.m.	January 2
Registration begins. See class schedule for exact time and place.	January 2

Classes begin. No registration or payment of fees on this date. Consult class schedule for date, time and place of schedule adjustments and late registration.	January 3
Holiday (Martin Luther King's Birthday)	January 20
Classes resume at 7:00 a.m.	January 21
Mid-Quarter Examinations	February 6-8
Last day to drop a course to receive a grade of "W".	February 11
Last day to apply for admission or readmission for Spring Quarter 1997.	March 1
Instruction Ends	March 14
Final Examinations	March 15-19
Residence Halls open at 12:00 noon.	March 27
Registration begins. See class schedule for exact time and place.	March 28
Classes begin. No registration nor payment of fees on this date. Consult class schedule for date, time and place of schedule adjustments and late registration.	March 29
Easter Holiday	March 31
Classes resume at 7:00 a.m.	April 1
Founder's Day	April 4
Mid-Quarter Examinations	May 1-3
Honors Day	May 2
Last day to drop a course to receive a grade of "W".	May 6
Last day to apply for admission or readmission for Summer Quarter 1997.	May 15
Final examinations for graduating seniors and graduate students.	May 22-23
Commencement	June 1
Instruction Ends	June 6

**Spring Quarter
1997**

**Summer Quarter
1997**

Final Examinations	June 7-11
See summer schedule of classes for exact date, time and place of registration and schedule adjustments.	June 19-August 15

**Fall Quarter
1997**

Deadline for applications for admission or readmission for Fall Quarter 1997.	September 1
Residence Halls open at 8:00 a.m. for new students.	September 10
New Student Orientation	September 10-12
New Student Registration	September 15
Registration for upperclassmen and graduate students. See class schedule for exact time and place.	September 16
Classes begin. No registration or payment of fees on this date. Consult class schedule for date, time and place of schedule changes and late registration. Late fee applies.	September 17
Homecoming Activities	TBA
Mid-Quarter Examinations	November 2-4
Last day to drop a course and receive a grade of "W".	November 6
Thanksgiving recess begins after last scheduled class.	November 25
Classes resume at 7:00 a.m.	December 1
Last day to apply for admission or readmission for Winter Quarter 1998.	December 1
Instruction Ends	December 2
Final Examinations	December 3-6

**Winter Quarter
1998**

Residence Halls open at 8:00 a.m.	January 2
Registration begins. See class schedule for exact time and place.	January 2

Classes begin. No registration or payment of fees on this date. Consult class schedule for date, time and place of schedule adjustments and late registration.	January 5
Holiday (Martin Luther King's Birthday)	January 19
Classes resume at 7:00 a.m.	January 20
Mid-Quarter Examinations	February 7-10
Last day to drop a course to receive a grade of "W".	February 12
Last day to apply for admission or readmission for Spring Quarter 1998.	March 1
Instruction Ends	March 17
Final Examinations	March 18-21
Residence Halls open at 12:00 noon.	March 29
Registration begins. See class schedule for exact time and place.	March 30
Classes begin. No registration nor payment of fees on this date. Consult class schedule for date, time and place of schedule adjustments and late registration.	March 31
Founder's Day	April 3
Easter Holiday	March 13
Honors Day	May 1
Mid-Quarter Examinations	May 2-5
Last day to drop a course to receive a grade of "W".	May 7
Last day to apply for admission or readmission for Summer Quarter 1998.	May 15
Final examinations for graduating seniors and graduate students.	May 28-29
Commencement	June 7
Instruction Ends	June 9
Final Examinations	June 10-13

**Spring Quarter
1998**

**Summer Quarter
1998**

See summer schedule of classes for exact date, time and place of registration and schedule adjustments.

June 22-August 19



History/ Admissions

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Albany State University

The History

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

The Master of Public Administration and the Master of Science degree in Nursing became effective the Fall of 1987 and 1988, respectively. In the Fall of 1991, Albany State was granted approval to offer the Education Specialist degree in Educational Administration and Supervision.

The Graduate School coordinates the various programs offered by all of its schools.

Statement of Purpose

The commitment of Albany State University to the continuous economic, educational, and cultural advancement of Southwest Georgia is evidenced by its diverse curricular and extra-curricular offerings. The College utilizes its graduate studies courses and degree programs to further develop qualified students to assume positions of leadership and responsibility within the Southwest Georgia community at-large as well as within the individual's chosen career field. Toward this end, graduate degree programs are designed to enhance each student's ability to:

1. Reason creatively and analytically.
2. Communicate effectively within the public community and the technical community the ideas, theories and concepts of one's chosen academic discipline.
3. Pursue knowledge at higher levels of study.
4. Function efficiently and effectively as a professional in a complex and changing world.

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.), criminal justice (M.S.) and education specialist degree (Ed.S.) in educational administration and supervision. See specific departments for brief program descriptions and the Graduate Bulletin for complete details.

Description of Offerings

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

The M.B.A. is a general degree program offered by the School 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 and criminal justice research.

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

Master of Education (M.Ed.)

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

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

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

Education Specialist Degree in Educational Administration and Supervision (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 requirements are established for all graduate degree programs. Students applying for admission must satisfy the following criteria as a minimum.

General Admission Policies

Baccalaureate Degree

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

Grade Point Average

Applicants for regular admission status must have earned a minimal 2.5 undergraduate grade point average calculated on all work attempted. The educational specialist degree program requires a minimum 3.25 grade point average on all work at the master's level.

Standardized Test Requirement

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

The person seeking admission must submit the following credentials to Graduate Admissions at least 20 days prior to the desired quarter of enrollment:

1. A completed application for admission.
2. A \$10.00 application fee.
3. Two official transcripts from all colleges attended.

Admission Requirements

-
4. Graduate Record Examination (GRE), Miller Analogies Test (MAT) or Graduate Management Admission Test (GMAT) Scores must be submitted.
 5. Two letters of reference required by certain programs.
 6. All Nursing applicants must submit a copy of Malpractice Insurance and License to Practice as a Nurse in the State of Georgia.

It is the student's responsibility to contact all institutions attended for transcripts. It is also the student's responsibility to contact testing agencies for test score reports.

Categories of Admission

Students enrolling for graduate studies will enter under one of the four categories described below.

Regular Admission

Applicants are granted regular admission to graduate studies 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 Admission Test (GMAT)].

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. Have 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, and
2. Have an undergraduate grade point average of at least 2.2, and
3. Present 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 fifteen quarter hours of coursework with no grade of less than a "B" may be admitted to regular status. Otherwise, the student is terminated from enrollment.

Transient Admission

A full-time graduate student in good academic standing at another institution may enroll for one quarter 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

Applicants interested in study for personal enrichment or for job-related requirements are admitted under this status. While a student may enroll for an unlimited number of courses in the non-degree status, he/she must be fully aware that a master's degree is not awarded at the completion of any number of hours in this status.

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 3.0 (or better) grade point average.

-
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 quarter-by-quarter basis; continued enrollment is not provided.)
 3. The student limits his/her graduate enrollment to a total of fifteen (15) quarter hours of study. No more than ten (10) quarter hours of graduate study may be undertaken in a given quarter.
 4. During the quarter in which graduate enrollment is allowed, the student's registration is limited to a total of fifteen (15) quarter hours (combined graduate and/or undergraduate hours).

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

Decisions regarding the student's admission acceptance status may be appealed. Information regarding appeal procedures may be secured from the Graduate Studies Office. Such appeals and their associated documentation are referred to the Graduate Council for consideration. The student has the right of further appeal to the Vice President of Academic Affairs and the President of the University.

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 bulletin.

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.

Re-Admission Policies

In the event a student discontinues graduate enrollment for one or more quarters, a re-entry application is required for readmission to graduate studies.

A student who has been accepted to graduate studies but has never attended must submit a re-activation application for readmission to graduate studies. Please note that documents are retained on students for a period of one year only.

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 one calendar year. Said petition must be approved by the Graduate Council, the Graduate Dean and the Vice President for Academic Affairs. Any graduate

Change In Status

Appeals of Admission Status

Change of Degree Program

Re-Entry

Re-Activation

student who has been excluded twice for scholastic reasons will not be readmitted to the University.

Degree Requirements and Academic Advisement

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 as follows:

1. Admission to regular degree standing in a specific master degree program must be granted by the University.
2. A minimum of 60 quarter hours prescribed curriculum must be completed with an overall grade point average of 3.0 or better.
3. All coursework applicable towards the degree must be completed within six years of the date of graduation.
4. Transfer credits must be **approved in advance** 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 two quarters in advance for the anticipated quarter of graduation.

Degree Planned Programs of Study

Within the first 15 quarter hours of study the full degree student is required to complete a planned degree program of study with the advice and approval of his/her academic advisor. Copies of this planned program will be filed with the Graduate School and the academic department in which the degree is to be awarded.

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

Academic Standards

The University is committed to offering a quality graduate studies 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 at the end of the quarter to the Records Office, 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 quarter credit hour.
- "B" **GOOD:** Three quality points are allowed for each quarter credit hour.

-
- "C"** **SATISFACTORY:** Two quality points are allowed for each quarter credit hour.
- "D"** **LOWEST PASSING GRADE:** One quality point is allowed for each quarter credit hour.
- "F"** **FAILURE:** This mark indicates poor scholastic work or failure to withdraw officially 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 was doing satisfactory work, but that a student was unable to meet the full requirements of the course because of reasons beyond his/her control. The requirements for removal of an "I" are left to the respective institutions in the University System; however, if an "I" is not satisfactorily removed after three quarters of matriculation, the symbol "I" will be changed to "F". To remove an **INCOMPLETE**, the student must secure a permit from the Registrar's Office and submit it to the instructor. The instructor will execute a Change of Grade form and submit it to the Office of the Vice President for Academic Affairs for approval.
- "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 VP 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, internship and proficiency requirements in grade programs. Exceptions to the use of this symbol for academic coursework 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 quarter.
- "K"** This symbol indicates that a student was given credit for the course via a credit by examination program approved by the respective institutions' faculty (CLEP, AP, Proficiency, etc.)

Students who find it necessary to withdraw from Albany State University after having completed registration must secure and complete withdrawal forms from the Registrar's Office and have them signed by the VP for Student Affairs, the VP for Fiscal Affairs, 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

Withdrawal from College

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 mid-quarter date. After this time limitation, a student who finds it necessary to withdraw must have evidence to support the reason for approval from the VP for Student Affairs and the VP for Academic Affairs to receive a grade of "W". Students suspended for disciplinary reasons will automatically receive the grade of "W".

Scholastic Warning

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

Scholastic Termination

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

1. Failure to achieve a 3.0 cumulative grade point average by the end of the next 10 quarter hours of enrollment following scholastic warning.
2. Failure to maintain other academic performance required by the department offering the degree program of study.
3. Failure on the comprehensive examination for a third time.

Academic Advisement

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

Residence Classification

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

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

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

1. (a) If a person is 18 years or older, he or she may register as a resident student upon showing that he or she has been a legal resident of Georgia for a period of at least 12 months immediately before the beginning date of registration. (b) No emancipated minor or person 18

Legal Residency Requirements

-
- years of age or older shall be deemed to have gained or acquired in-state residence status for fee purposes while attending any educational institution in this state, in the absence of a clear demonstration that he or she has in fact established legal residence in this state.
2. If a person is under 18 years of age, he or she may register as a resident student upon showing that his or her supporting parent or guardian has been a legal resident of Georgia for a period of at least 12 months immediately preceding the date of registration.
 3. A full-time faculty member of the University System and his or her spouse and dependent children may register on the payment of resident fees even though they have not been legal residents of Georgia for the preceding 12 months.
 4. Non-resident graduate students who hold teaching or research assistantships requiring at least one-third time service may register as students in the institution in which they are employed on payment of resident fees.
 5. Full-time teachers in the public schools of Georgia and their dependent children may enroll as students in the University System institutions on the payment of resident fees, when such teachers have been legal residents of Georgia for the immediately preceding nine months, were engaged in teaching during such nine months period, and have been employed to teach full-time in the public schools of Georgia during the ensuing school year.
 6. All aliens shall be classified as non-resident students, provided, however, that an alien who is living in this country under visa permitting permanent residence shall have the same privilege of qualifying for resident status for fee purposes as a citizen of the United States.
 7. Foreign students who attend institutions of the University System under financial sponsorship of civic or religious groups located in this state may be enrolled upon the payment of resident fees, provided the number of such foreign students in any one institution does not exceed the quota approved by the Board of Regents for that institution.
 8. Should the parents or legal guardian of a minor change his or her legal residence to another state following a period of legal residence in Georgia, the minor may continue to take courses for a period of 12 consecutive months on the payment of resident fees. After the expiration of the 12 month period, the student may continue his registration only upon the payment of fees at the non-resident rate.
 9. In the event that a legal resident of Georgia is appointed as guardian of a non-resident minor, such minor will not be permitted to register as a resident student until the expiration of one year from the date of court appointment and then only upon proper showing that such appointment was not made to avoid payment of the non-resident fees.
 10. Career Counselor Officers and their dependents who are citizens of the foreign nation which their Counselor Office represents and who are stationed and living in Georgia under the orders of their respective governments, shall be entitled to enroll in the University System institutions on payment of resident fees. This arrangement shall apply to those Counselor Officers whose nations operate on the principle of educational reciprocity with the United States.
 11. Military personnel and their dependents stationed in Georgia and on active duty will not be assessed a non-resident fee, but shall pay the same fees assessed residents of Georgia.

PLEASE NOTE: In order to avoid delay and inconvenience upon arrival for registration, prospective students should seek clarification of all questions

concerning residence status at the time of admission. Questions for clarification should be addressed to Residence Committee, Office of the Registrar, Albany State University, Albany, Georgia 31705.

General Policies

Attendance Policy

The structure of graduate courses and programs normally require full class attendance by students enrolled. All matters related to the student's absence, including the making up of 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 graduate studies at Albany State University. No student shall give or receive any assistance not authorized by the corresponding professor in the preparation of any assignment report, project, or examination to be submitted as a requirement for academic credit.

Commencement Exercises

A candidate for graduation must participate in commencement exercises unless an official excuse has been granted by the Vice President for Academic Affairs.

Comprehensive Examination

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

Comprehensive examinations cover all work prescribed by the student's program of studies, 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 quarter in which the comprehensive examination is taken. The comprehensive examination can only be taken once in a given quarter with a maximum of three attempts permitted each student.

Correspondence Credit

Under no circumstances may credit earned through correspondence work be applied toward satisfaction of master's degree requirements.

Credit Load

The normal full-time graduate study load is from 10 quarter credit hours to 15 quarter credit hours. The maximum course load for any graduate student is 23 quarter credit hours per quarter and requires approval by the department and the Academic Dean.

Diploma or Transcript Issuance

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

Directed or Individual Study Credit Limits

Graduate students are permitted to include a maximum of 10 quarter credit hours of directed or individual study credits in a master's degree planned program. Each such inclusion must be approved by the corresponding department chairperson as well as the academic advisor.

Disruptive and Obstructive Behavior

The Board of Regents of the University System of Georgia reaffirms its policies to support fully freedom of expression by each member of the academic community and to preserve and protect the rights of freedom of its faculty members and students to engage in debate, discussion, and peaceful and non-disruptive protest and dissent. The following boldly typed 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.

Grades

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

Graduation Requirements

Application for graduation must be completed two quarters 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 45 quarter hours of the master's degree program must be on campus, unless otherwise stated.

STATE OF GEORGIA
Albany State Uni
University System of Geo
ALBANY, GEORGIA

OPERATING ACCOUNT
VOID IF NOT CASHED IN 90 DAYS

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of



ELIZABETH DONNELLY
1352 SOUTH DOUGLAS DR
APT B-2
ALBANY GA 31705

Date
05/13/9

Albany
Univers

TO: SECURITY BANK AND TRUST
ALBANY, GEORGIA

Financial Information

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Financial Information

Fee Payment Policy

All fees are payable by the registration deadline published for each quarter. 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 order, certified check, traveler's checks, MasterCard and personal checks will be accepted, provided that the check is personally presented along with acceptable identification. If a check given in payment of student's fees, books, or supplies is not paid upon presentation to the bank or financial institution upon which it is drawn, the corresponding student will be charged a returned check fee of \$15.00 or five percent (5%) of the face amount of the check, whichever is greater. Any person who issues 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 of any kind to the University.

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

Graduate Student Fees

Matriculation	\$42.00 per hour (Fewer than 12 hours per quarter credit hour)
Non-Resident Tuition.....	\$90.00 per hour (Fewer than 12 hours per quarter credit hour)

Fees and Expenses Beyond Matriculation Fees

Parking (Motor Vehicle) Fee.....	\$ 8.00
Graduation Fee.....	40.00
Applied Music (Per Course).....	65.00
Transcript Fee.....	1.00
Health Service Fee.....	35.00
Student Activity Fee.....	20.00
Student Athletic Fee.....	80.00
Late Registration Penalty Fee (Failure to register within the dates set)	
1st day	35.00
(Thereafter, the late fee increases \$5 each subsequent day to deadline date)	
Returned Check Fee.....	15.00
(Or 5% of face amount of check, which ever is greater)	

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

Office of Fiscal Affairs
Albany State University
Albany, Georgia 31705

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

Refund Policies

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

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

Students who withdraw after the first 50% of (time) enrollment period has elapsed from the date of registration will not receive a refund of any portion of their fees.

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

Non-Refundable Fees

The following fees are non-refundable at any time during an academic year.

- Admission Fee
- Graduation Fee
- Music Fee
- Parking Fee
- Dormitory Deposit

Application Processing Fee

A non-refundable application fee of ten dollars (\$10.00) must be submitted by applicants who have not been previously admitted to Albany State University. The application fee does not apply toward registration fees.

Graduation Fee

All candidates for graduation must file a formal application for graduation **TWO QUARTERS IN ADVANCE OF THEIR EXPECTED COMPLETION DATE**. The graduation fee is \$40.00 and the cap and gown fee is \$42.00.

Matriculation Fee

The tuition charge is \$42.00 per quarter 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 left upper corner of windshield.

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

The cost of a student parking permit is \$8 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 and are registering for six or more credit hours must pay an out-of-state tuition fee in addition to all other fees. The out-of-state fee charge is \$75.00 per quarter hour or \$894 maximum tuition charge per quarter.

Room and Board Fee

All students desiring on-campus living accommodations may contact the Office of the Vice President for Student Affairs.

Room Fee Rate:

Double Occupancy.....	\$440.00
Single Occupancy.....	\$735.00
Board Fee.....	\$530.00

Room and Board Refund Policy

Refunds for room and board will be made on a pro rata basis. Students will be charged for the entire month during which they withdraw from the dormitory and/or dining hall services. Students are entitled to refunds only after completing the written withdrawal procedures that begin with the application to withdraw from the dormitory and dining hall services. An application is available in the Office of Student Affairs. The procedure is completed at the Fiscal Affairs Office where meal cards are returned and refunds are processed.

Student Activity Fee

A comprehensive fee of \$130.00 is required of any student enrolled for six or more quarter hours. This fee entitles the student to special admission rates to lyceum series, athletics events, etc.

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 one dollar is charged for each additional transcript. Five to seven working days should be allowed for the processing of an "official" transcript.

Financial Assistance

Albany State University provides financial assistance for promising students, who, without such help, would be unable to attend. The University, however, believes that the principle responsibility for financing an education lies with the student.

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

Financial Aid Application Procedures

1. Complete and submit an Albany State University Application for Financial Assistance and send it to the Office of Admissions and Financial Aid, Albany State University.

-
2. Complete the Free Application for Federal Student Aid (FAFSA). Instructions for completing the form and the appropriate address are all contained within the FAFSA packet.
 3. Submit the Student Aid Report (SAR) (this is the document sent to you once the FAFSA has been processed) to the Office of Admissions and Financial Aid as soon as it is received.
 4. Request that a Financial Aid Transcript be submitted to the Office of Admissions and Financial Aid from each college, university, vo-tech or post secondary institution previously attended.

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. These students must demonstrate financial need. The financial aid application procedures described above are required for consideration of this scholarship.

Sources of Financial Aid

HOPE Teacher Scholarship Program

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

Middle Grades Education (grades four-eight) with primary concentration in:

Math

Science

Math and Science

Mathematics Education (grades seven-12)

Science Education (grades seven-12)

Foreign Language Education (grades P-12)

Education of Exceptional Children (grades P-12)

School Counselor (grades P-12)

Speech Language Pathology (grades P-12)

Georgia Student Finance Authority (GSFA) Direct Student Loans

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

Federal Perkins Loans (Formerly NDSL)

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 a Perkins loan begins nine months after the student leaves college, graduates, or drops below halftime. The interest rate is five

percent. A Free Application for Federal Student Aid Form (FAFSA) and Albany State University Financial Aid Application are required.

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

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

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

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

The interest rates are variable and adjusted each July. The maximum rate for the Direct Subsidized and Unsubsidized Loans 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 quarter's tuition and fees at the time of enrollment. Albany State University does not participate in advanced payment with the VA.

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



Degree Programs

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MASTER OF BUSINESS ADMINISTRATION

The Master of Business Administration Degree program is offered by the School of Business. It is a 60 quarter hour program. It includes 40 quarter hours of core courses and 20 quarter hours of free business electives. The curriculum is based on the philosophy that business graduates must develop the theoretical and analytical skills that permit them to analyze business problems as well as the professional skills that allow them to function effectively in various organizational environments.

Albany State University, through its School of Business, is nationally accredited by and is a member of the Association of Collegiate Business Schools and Programs (ACBSP) for offering of (1) At the graduate level, for the Master of Business Administration (MBA) and Master of Business Education (MBE), and (2) At the undergraduate level for Bachelor of Science in Accounting, Management, Marketing and Administrative Systems.

The MBA degree program prepares students for a broad range of business careers. It enhances students' creative possibilities. The specific objectives of the MBA degree program are:

1. To prepare students for professional business-related careers.
2. To prepare students for further graduate study in business.
3. To provide opportunities for students to develop knowledge and skills underlying modern business administration and management techniques.
4. To interact with local, state and national professional business organizations and communities.

Physical Facilities and Resources

The MBA degree program is housed within the School of Business in Peace Hall. This modern building houses all MBA classrooms and faculty offices as well as well-equipped computer laboratories. A range of computerized statistical packages, business simulations, financial and other computer applications are available for students' use.

Off-Campus Programs

In order to increase accessibility of working individuals in different areas of Southwest Georgia, Albany State University's MBA program is currently being offered in two off-campus locations, on the campus of Abraham Baldwin Agricultural College in Tifton, and Thomas Technical Institute in Thomasville, Georgia. These locations are chosen because of their modern facilities and accessibility to libraries and computers.

Regular Admission

Admission to the MBA program is limited to holders of a baccalaureate degree from an accredited college or university. The degree may have been earned in any field. It is expected that admission will be granted only to students showing high promise of success in graduate study. The candidate's performance on the Graduate Management Admission Test (GMAT) and the candidate's undergraduate work will be given primary consideration for admission. Regular admission to the study in the MBA degree program is granted to those applicants whose minimum grade

Introduction

Admission Requirements

point average is 2.5 (on 4.0 scale) and whose minimum Graduate Management Admission Test (GMAT) score is 450.

Provisional Admission

Provisional admission is granted to those applicants who fail to meet the GMAT or the GPA requirement for regular admission, but satisfy the following formula:

$$(GPA \times 200) + GMAT > = 900$$

Students are required to maintain grade of "B" in each course for the first fifteen quarter hours taken under provisional admission status. Failure to meet this requirement results in automatic termination from the program.

Non-Degree Admission

Applicants who do not meet the requirement for regular or provisional admission may enroll for MBA coursework in preparation for full degree study at a later time. Only ten quarter hours of coursework taken in this status may be transferred to the MBA degree program.

Transient Admission

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

Planned Degree Program

The MBA planned degree program details a minimum of 60 quarter hours of coursework to be completed within six years. A maximum of ten quarter hours may be earned as transfer credits. A minimum of 50 hours of graduate courses must be earned at Albany State. All transfer credits must be considered for acceptance during the student's first quarter of enrollment as a graduate student with regular admissions standing. These transfer credits must be indicated on the student's planned program of study.

The student is expected to confer with the MBA advisor on a regular basis. The student must complete the planned degree program of study during the first quarter of enrollment. The advisor must file a copy of the planned program bearing the student's signature with the office of the graduate school.

Two quarters in advance of the expected date of graduation, the student must confer with the MBA advisor to complete a final planned degree program. The original copy of the final planned degree program is submitted with the application of graduation. Failure to submit same may delay the student's graduation.

Prerequisite

Students without an undergraduate preparation in business may pursue the MBA degree. The degree program is flexibly designed to accommodate the non-business undergraduate majors. The following undergraduate prerequisite coursework is offered and must be completed prior to undertaking graduate courses.

ACC 201	Principles of Accounting I	5 credit hours
ACC 202	Principles of Accounting II	5 credit hours
ECO 201	Principles of Economics I	5 credit hours
ECO 202	Principles of Economics II	5 credit hours
300-400 level management course (such as		

Organizational Behavior or Corporate Finance)	5 credit hours
ECO 302 Business Statistics or Equivalent	5 credit hours

The MBA Core Curriculum	40 credit hours
ACC 703 Accounting Analysis for Decision Making	
BUS 790 Business Policy	
ECO 701 Economics Theory and Practice	
ECO 702 Aggregate Economic Theory	
FIN 735 Financial Management	
MGT 763 Organizational Behavior	
MGT 764 Decision Science	
MKT 705 Seminar in Marketing	
Electives in Business Administration	20 credit hours
Total	60 credit hours

**Curricular
Components of
the MBA
Planned Degree
Program**

Comprehensive Examination Policy

The MBA student must pass a comprehensive examination to graduate from the program. The following guidelines govern the administration of the MBA comprehensive examination.

1. A student enrolled in the MBA program will be eligible to take the comprehensive after he/she has completed forty (40) quarter hours of graduate studies.
2. The student must be currently enrolled in BUS 790 – Business Policy or have successfully completed the course. The student must have successfully completed 35 quarter hours of graduate coursework prior to taking BUS 790 – Business Policy.
3. Students planning to take the comprehensive must notify the MBA coordinator in writing before a specified date, concerning their intention to take the comprehensive. The MBA coordinator will review their eligibility and inform each student individually whether or not a student will be eligible to take the comprehensive on the specified date.
4. Each comprehensive examination will be evaluated by at least two (2) graduate faculty members of the School of Business. The grading of the comprehensive examination will be conducted on a pass/fail basis. To pass the examination, a minimum overall average score of 70 percent is required. The student must pass all parts of the examination.
5. A student failing the comprehensive will be allowed to repeat it in the next quarter. If he/she fails the second time, the MBA Coordinator may schedule an oral for the student. The oral examination will be given by a committee of three graduate business faculty members. If a student fails this oral examination, he/she may make a written appeal to the Dean of the Graduate School, who will present the appeal to the Appeal Committee of the University. The appeal will be handled in accordance with the prescribed rules and procedures of the Appeal Committee.
6. The student must retake the entire comprehensive examination.
7. Copies of the previous MBA comprehensive examinations are available upon request from the MBA Coordinator.
8. The comprehensive examination will involve analysis of a complex case situation. Four hours will be allowed for the case analysis.

**Special
Requirements**

MASTER OF SCIENCE IN CRIMINAL JUSTICE

Introduction

The M.S. degree program in Criminal Justice is designed to prepare students for professional careers within the criminal justice system, provide students with the understanding of the theoretical and philosophical principles of law enforcement and punishment and provide students with knowledge of the methods, applications and implications of criminal justice research. After completion of the program requirements, it is expected that all graduates will be productive participants in the criminal justice system and will be equipped with the academic and applied skills to resolve agency problems. Those seeking advanced graduate education beyond the Master's degree level, will be able to compete successfully with graduates from other schools and disciplines. The Master of Science in Criminal Justice program requires a minimum of 60 hours of classroom study and thesis research. In addition, all students must successfully complete a comprehensive examination on core, statistics-methodology and a chosen specialty area.

Admission Requirements

All applicants must meet the general requirements for admission to the Graduate School and have completed 10 quarter hours in undergraduate criminal justice topics. Five quarter hours must be completed in research or statistics, and criminology or social theory. Students seeking admission to the Master of Criminal Justice program must submit the results of the Graduate Record Exam (GRE). Applicants who do not fully meet the requirements for regular admission may be considered for provisional admission for no more than 15 credit hours.

Program of Study

Each student must complete 30 quarter hours of Core curriculum requirements:

Core Courses		Hours
CRJ 510	Foundations of Criminal Justice	5 hrs.
CRJ 520	Fundamentals of Law	5 hrs.
CRJ 530	Philosophy of Criminal Justice	5 hrs.
CRJ 540	Organization and Administration	5 hrs.
CRJ 560	Research Methods	5 hrs.
CRJ 561	Research Statistics	5 hrs.
Total		30 hrs.

Specialty Areas

In addition to core courses, students must complete 15 quarter hours in two specialty areas: law enforcement or corrections. Coursework six years or older will not apply to coursework requirements of the Master of Science in criminal justice.

Law Enforcement Specialty

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

theories of motivation are translated into these agencies, and how the organization interfaces with other units of the criminal justice system. An emphasis on leadership, planning and the broader management function are the hallmarks of this concentration. Courses appropriate for this specialty prepare students for the increasing complexities and professionalism of the modern police role in a democratic society.

Law Enforcement Courses		Hours
CRJ 610	Policing in a Democratic Society	5 hrs.
CRJ 611	The Social Service Role of Criminal Justice Personnel	5 hrs.
CRJ 612	Law Enforcement Operations	5 hrs.
CRJ 620	Management Science	5 hrs.
CRJ 621	Law Enforcement Planning	5 hrs.
Total hours in any combination		15 hrs.

Corrections Specialty

The correctional emphasis focuses on the prison 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. Behavioral theories of socialization and their applications in correction settings have emerged as critical issues important in this concentration. Obstacles to rehabilitation and reformation will be addressed. Specialization in corrections will prepare students for careers as parole officers, corrections supervisors, prison administrators, and effective case workers in community-based treatment programs.

Corrections Courses		Hours
CRJ 640	Foundations of Corrections	5 hrs.
CRJ 641	Administration of Psychological Tests	5 hrs.
CRJ 642	Interviewing and Counseling	5 hrs.
CRJ 643	Rehabilitation and Treatment	5 hrs.
CRJ 644	Management of Correctional Institutions	5 hrs.
Total hours in any combination		15 hrs.

Written comprehensive exams are designed to determine the basic mastery of course content by candidates for the Master's degree in the core curriculum, specialty areas and methodology. The comprehensives are given at least once a year or more often as student needs require. Students must pass all three parts before enrolling in CRJ 700 and CRJ 701 as courses designed to satisfy thesis requirements. Students who fail to pass one or more parts of the exam may retake the part(s) no more than two times in future administrations of the test. The exam is evaluated by graduate faculty members who have taught the core and specialty courses. Each reader assigns a "Pass-Fail" (P, F) score to each question. The student must achieve a two-thirds (67%) "Pass" score on each of three sections of the comprehensive: core, specialty area (15 hours) and methods-statistics.

Students are eligible to take the comprehensive if they have maintained a 3.0 grade point average for all department coursework and have completed coursework in core and specialty areas. Students must be registered during the quarter in which comprehensives are given.

Comprehensive Examination Policy

Thesis

After satisfactory completion of comprehensive exams, students should contact the department graduate coordinator for the purpose of establishing a chairperson and a thesis advisory committee. The candidate and the chairperson will agree upon a subject of investigation and will determine the availability of necessary sources of data, methodology and format of the thesis. The official thesis work begins with CRJ 700 (Thesis Seminar) and continues under CRJ 701 (Thesis) until the thesis is completed and defended in the presence of the full advisory committee. Students may not take CRJ 700 and CRJ 701 in the same quarter.

Thesis Credit		Hours
CRJ 700	Thesis Seminar	5 hrs.
CRJ 701	Thesis	5 hrs.
Total		10 hrs.

Students who fail to complete and defend their thesis in CRJ 701 will be required to re-enroll during subsequent quarters until the thesis is defended.

Graduation Requirements

Core Courses	30 hrs.
Courses in Concentration	15 hrs.
Criminal Justice electives	5 hrs.
Thesis	10 hrs.
Total Credit Hours	60 hrs.

Transfer of Credit

Transfer students from other accredited graduate programs may not apply more than 10 hours of criminal justice coursework 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 which are transferrable will apply only toward elective courses offered by the Institute. Under no circumstances may these transfer credits be used to satisfy the core requirements.

Transient Students

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

MASTER OF EDUCATION

Introduction

The School of Education offers the Master of Education (M.Ed.) Degree in the 12 certification areas shown below and the Education Specialist (Ed.S.) Degree in educational administration and supervision.

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 parents, citizens and the community of educators. The program has the following objectives:

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

This degree program is designed for fifth-year level certification.

Courses are offered in education foundations, the teaching (major) fields, and in research and statistics. Students enrolling in the M.Ed. degree program must hold or be eligible for baccalaureate-level certification or undergraduate preparation in the field of intended study. Graduate credits earned in pursuit of level four certification may not be included in a M.Ed. program.

Students admitted to study in the M.Ed. degree program must have an undergraduate grade point average of 2.50 or better and a score of 800 on the Aptitude Test of the GRE or 44 on the Miller Analogies Test (MAT).

The following is a list of major areas of study available. The list also identifies the academic department offering each specific program and the telephone number of each.

M.Ed. Major Areas	Department	Telephone Contact
Comprehensive Business	Business Education	(912) 430-4773
Early Childhood Education	Curriculum & Instruction	(912) 430-4715
Education Administration	Curriculum & Instruction	(912) 430-4715
English Education	English & Modern Languages	(912) 430-4833
Health and Physical Education	Health and Physical Education	(912) 430-4762
Mathematics Education	Mathematics	(912) 430-4886
Middle Grades Education	Curriculum & Instruction	(912) 430-4715
Music Education	Fine Arts	(912) 430-4949
Science Education	Natural Sciences	(912) 430-4823
Biology		
Chemistry & Physics		

Admission Requirements

Majors Areas of Concentration

Degree Requirements

Special Education Behavior Disorders Interrelated Learning Disabilities Mental Retardation	Curriculum & Instruction	(912) 430-4715
School Counseling	Curriculum & Instruction	(912) 430-4715

Admission to Candidacy

Students pursuing a program leading to the Master of Education degree must apply for admission to candidacy after gaining full admission to graduate studies and before completing 20 graduate credit hours. The student is responsible for presenting the application for admission to candidacy to the academic advisor. Approval of the application requires:

1. That the applicant is fully admitted to graduate studies and is recommended by the advisor.
2. That the applicant holds the appropriate level four certification from the Georgia Department of Education (or its equivalent) in the teaching or service field corresponding to the intended major for the M.Ed. degree.
3. That the applicant has made satisfactory progress in the planned program of study.
4. That the application for candidacy is approved by the department chairperson and the Dean of the School of Education.

Courses used to meet level four certification standards may not be used to meet the requirements of the Master of Education degree, except SPE 501.

Comprehensive Examinations

In partial fulfillment of the M.Ed. degree, students are required to satisfactorily pass a comprehensive examination. A student is only eligible to take the comprehensive examination if (1) passing scores on the Teacher Certifying Test (TCT) have been filed with the Education Dean and (2) the grade point average is 3.0 in Area C of the degree planned program. Students may not take the comprehensive examination more than once in an academic quarter. A third failure on the comprehensive examination results in automatic termination from the degree program.

Correspondence Credits

No coursework 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 quarter of graduation.

Transfer Credit

A maximum of 15 quarter credit hours of transfer credit may be applied toward the completion of the M.Ed. degree. The credit must be indicated on the student's application for admission to candidacy. 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 quarter of graduation.

The M.Ed. Planned Degree Program

Each student should complete a planned program with the approval of his/her advisor. A copy of the planned program and application for candidacy must be filed with the Graduate Studies Office.

Resident Coursework

The course, EDU 501 – Educational Research, must be included in 45 hours of residence coursework that must be taken at Albany State University.

The M.Ed. programs require 60 quarter credit hours to be completed within six years of the quarter of graduation. The credit hours are distributed according to the following general design.

Curricular Components

	Required Hours
Area A: Nature of Learners and Learning Problems	5-10
Area B: Programs and Problems of the Schools	5-10
Area C: Courses Appropriate to the Major	25-40
Area D: Research in Education	5-10
Area E: Electives*	0-20
Total Minimum Quarter Hours Required	60

* 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. Electives must be approved by the graduate program advisor.

Subordination

These M.Ed. Comprehensive Examination Policies are consistent with and include all institution-wide policies governing comprehensive examinations of graduate programs.

Eligibility

A graduate student is eligible to take the M.Ed. comprehensive examination when two-thirds of the required credits of the student's program have been earned and the permission of the advisor has been granted.

Schedule

The regular written exam shall be given on the first Wednesday after the mid-quarter examinations or as otherwise set and pre-announced by the Dean of the School of Education (the Dean).

Nature

The exam shall be made of general questions and/or problems covering major recent research and development 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 exam and report the results via its chairperson.

Administration

The regular examination shall be arranged and supervised by the Dean.

Curricular Components of the Degree Program

M.E. Comprehensive Examination Policies

Re-test sessions during the same quarter may be arranged individually for eligible students by the corresponding program coordinator in the event of either of the following outcomes of the regular exam:

1. Only one item of the regular exam was failed and all the other items were passed.
2. Two or less items of the regular exam were graded marginal and other items were passed.

Grading

Each item must be graded by a member of the examination committee. Where prudent, the chairperson may elect not to participate in the grading of items.

Grading Standards

Each exam item shall receive one of the following grades:

- P – unconditional passing
- M – weak or marginally passing
- F – unacceptable, failing

An exam item will be passed or failed when so graded (i.e., P or F).

The exam shall be deemed successfully passed only if all items are passed via either the regular written or a re-test session.

Reporting

The program coordinator shall report all exam results to the Dean within one week of the date of the regular exam. The Dean, using the Graduate Studies' Report of Non-Requirements form, shall report the results of each examination to the Graduate School.

Exceptions

In the event of a condition or event that imposes extreme difficulty in constructing, administering, or grading the examination for a student as expressly stated herein, the Dean shall make exceptions to those policies as will be required to resolve the situation consistent with the corresponding university-wide policies.

Educational Administration and Supervision

Degree Program

This graduate program in Educational Administration and Supervision leads to NL-5 certification in the area of Educational Leadership.

Special Admission Requirement

Admission to this M.Ed. program requires a minimum of two years of teaching experience.

Area A – Nature of the Learner

- PSY 509 Introduction to Behavior Modification
- PSY 515 Educational Psychology

5 hrs.

PSY 520	Developmental Psychology	
PSY 530	Adolescent Psychology	
PSY 552	Conditions of Learning	
PSY 555	Theories of Learning	

Area B – Programs and Problems of the School **5 hrs.**

ACC 604	Auditing	
CRJ 670	Rehabilitation and Treatment	
ECE 527	Science for Young Children	
ECE 535	Reading in Early Childhood Education	
ENG 615	Advanced Exposition for Teachers (Middle Grades)	
MTH 509	Computers for Teachers	
NUR 535	Parent-Child I	
PED 579	Sex Education	
PED 580	Drug Education	
SPE 545	Educational Assessment for Exceptional Children	
SPE 547	Behavior Management of Exceptional Children	
SSI 583	Social Studies for Global Understanding (Middle Grades)	

Area C – Educational Administration and Supervision **35 hrs.**

EAS 501*	Educational Organization Leadership	
EAS 510	The Urban Environment and Educational Administration	
EAS 515*	Curriculum and Instruction for Administration and Supervision	
EAS 521	Directed Studies in Educational Administration and Supervision	
EAS 526	Theories of Educational Administration	
EAS 533*	Legal Aspects of Education	
EAS 541*	Educational Supervision	
EAS 565	The Principal	
EAS 568*	Field Experiences in Educational Administration	
EAS 570*	School Business Management I	
EAS 573*	School Personnel Administration	
EAS 578	Review of Literature in School Supervision	

Area D – Research **10 hrs.**

EDU 501	Methods of Research in Education	
EDU 500**	Educational Statistics	

Area E – Electives **5 hrs.**

Total Required 60 hrs.

* Required Course

** Prerequisite for EDU 501

Early Childhood Education

Planned Degree Program

This program leads to the T-5 certification in Early Childhood Education and is designed to prepare teachers to work with children in Grades K-4.

Area A – Nature of Learners and Learning Problems 5 hrs.

PSY 515	Educational Psychology
PSY 520	Developmental Psychology
PSY 552	Conditions of Learning
EDU 554	Psychology of Teacher
PSY 555	Theories of Learning
EDU 563	Methods of Child Study
ECE 500	Early Childhood Development

Area B – Programs and Problems of the School 5 hrs.

EDU 504	History of American Education
EDU 509	Philosophy of Education
EDU 510	Sociology of Education
ECE 516	Curriculum in Early Childhood Education
EAS 648	Economics in Education
EDU 555	Clinical Approach to Classroom Analysis
ECE 518	Issues in Early Childhood Education

Area C – Teaching Field 30 hrs.

ECE 509	Theories, Design and Program Development in Early Childhood Education (Formerly ECE 540)
ECE 512	Cultural Diversity in Early Childhood Education
ECE 516	Curriculum Procedures and Materials for Early Childhood Education
ECE 527*	Science Experiences for Young Children
ECE 520	Language Development for Young Children
ECE 530	Communicative Arts in Early Childhood Education
ECE 550*	Social Studies in Early Childhood Education (Formerly ECE 548)
ECE 555	Creative Experiences in Early Childhood Education
ECE 560	Counseling in Early Childhood Education
ECE 565	Diagnosis and Remediation
ECE 570	Theories of Play (Formerly ECE 580)
ECE 575	Parent Involvement in the Early Childhood Education
ECE 580	Tests and Measurements in Early Childhood Education
ECE 581	Evaluation of Research in Early Childhood Education
ECE 535*	Reading in Early Childhood Education
ECE 541*	Health and Physical Education for Young Children (Formerly ECE 546)
ECE 545	Infant Education (Formerly ECE 547)
ECE 525*	Math Experiences for Young Children
MTH 508	Computer Mathematics for Teachers
SPE 521	Instructional Strategies for the Mildly Handicapped
SPE 522	Teaching the Preschool Exceptional Child

Practicums

- EDU 590 Practicum I: Internship in Early Childhood Education (Preschool)
EDU 591 Practicum II: Internship in Early Childhood Education (Primary)

Area D – Research

- EDU 501 Methods of Research in Education 5 hrs.
(Prerequisite: EDU 500)

Area E – Electives

- EDU 500 Educational Statistics 15 hrs.
ECE 514 Organization and Administration in Preschools

Total Required 60 hrs.

* Major Course (four of the five are required)

Middle Grades Education

This program leads to the T-5 certification in Middle Grades Education and is designed to prepare teachers to work with children in Grades 4-8.

Planned Degree Program

- Area A – Nature of the Learner** 5 hrs.
(Minimum of 5 quarter hours)
PSY 515 Educational Psychology 5 hrs.
PSY 530 Adolescent Psychology 5 hrs.
SPE 547 Behavioral Management 5 hrs.

- Area B – Programs and Problems of the School** 10 hrs.
(Minimum of 10 quarter hours)
EDU 509 Philosophy of American Education 5 hrs.
EDU 540 Curriculum Principles 5 hrs.
MGE 541* Nature and Needs of the Middle Grade Student 5 hrs.

- Area C – Teaching Field** 25 hrs.
(Minimum of 25 quarter hours: 15 quarter hours in the primary concentration field and 10 quarter hours in the secondary concentration field.)

Middle Grades Communicative Arts

Major: Take one course from each of three areas.

Minor: Take one course from two areas.

Language

- EDU 513 Language Study for Middle Childhood 5 hrs.
MGE 520 Language Arts Concepts for Middle Childhood 5 hrs.

Literature/Reading

- ENG 514 Literature for Middle Childhood Education 5 hrs.
ENG 515 Adolescent Literature 5 hrs.

RDE 503	Improving Reading Instruction in Middle School	5 hrs.
RDE 505	Improving Reading Instruction in the Content Area	5 hrs.

Composition

ENG 523	Oral and Written Communication for Middle Childhood	5 hrs.
ENG 615	Advanced Exposition for Teachers	5 hrs.

Middle Grades Mathematics

Major: Take three courses from the list below.

Minor: Take two courses from the list below.

MTH 509	Computer Basics	5 hrs.
MGE 530	Mathematics Concepts for Middle Grades	5 hrs.
MGE 532	Methods and Materials of Teaching Mathematics in Middle Grades	5 hrs.

Middle Grades Science

PHY 550	Earth Science	5 hrs.
EDU 563	Science in the School Curriculum	5 hrs.
PHY 564	Science Concepts for Middle Childhood Education	5 hrs.
EDU 570	Strategies of Instruction in Science	5 hrs.
EDU 572	Methods of Materials of Teaching Science in the Middle Grades	5 hrs.

Social Science

SSI 580	Social Studies Concepts	5 hrs.
MGE 581	Methods & Materials in Teaching Social Sciences	5 hrs.
SSI 582	Young Child and His/Her Culture	5 hrs.
SSI 583	Social Studies for Global Understanding	5 hrs.

Research

	(Minimum of 5 hours)	5 hrs.
EDU 501	Methods of Research in Education	

Middle Grades Electives

	(Minimum of 15 hours)	15 hrs.
EDU 500	Educational Statistics	5 hrs.

Total		60 hrs.
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* Courses required unless previously fulfilled

Teacher Support Services Endorsement

This certification endorsement program is available to professional teachers who hold T-5 certification and are highly recommended by their school principals. The 10 quarter hour sequence leads to certification endorsement in Teacher Support Services (TSS). This type of certification is intended for professional classroom teachers who are preparing to be supervisors of student teachers, mentors for interns and beginning teachers, and other staff development services.

EDU 587	Introduction to Teacher Support Services	5 hrs.
EDU 588	Internship in Teacher Support Services	5 hrs.
Total		10 hrs.

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

Health and Physical Education

Area A – Nature of the Learner

(Minimum of 5 quarter hours)

PSY 515	Educational Psychology
EDU 553	Psychology of Inner-City Child
PSY 552	Conditions of Learning
EDU 556	Psychology of Exceptional Child

Area B – Programs and problems of the School

(Minimum of 5 quarter hours)

EDU 504	History of American Education
EDU 538	Curriculum & Planning, Elementary & Secondary
EDU 509	Philosophy of Education
EDU 510	Sociology of Education
EDU 540	Curriculum Principles

Area C – Teaching Field

(Minimum of 35 quarter hours)†

PED 520†	Foundations and Trends in Physical Education
PED 527†	Motor Learning
PED 532	Environmental Health Aspects
PED 536	Facilities and Equipment
PED 551†	Mechanical Analysis of Human Motion
PED 565	Physical Education and Handicapped Child
PED 579†	Sex Education
PED 581	Directed Reading and Research in Physical Education
ECE/	
PED 541†	Health and Physical Education for the Young Child
PED 522	Cultural Aspects of Sports
PED 528†	Psychology of Physical Activity
PED 550*	Physiology of Fitness
PED 555†	Measurement in Physical Education
PED 578†	Concepts in Health and Education
PED 580†	Drug Education
PED 583	Research Design
PED 596*	Seminar (Analysis)

Area D – Educational Research and Statistics

(Minimum of 5 quarter hours)

EDU 500*	Educational Statistics
EDU 501*	Methods of Research in Education

Area E – Electives

(Minimum of 10 quarter hours)

- * – Courses required unless previously fulfilled
 † – Three of four courses required
 ‡ – Ten hours must be in a supportive area (Health)

Special Education

The M.Ed. degree programs in Special Education lead to T-5 certification in interrelated special education (mildly disabled), intellectual disabilities (MR), learning disabilities and emotional/behavioral disorders. These master level program areas may be pursued by any person who holds a T-4 in a teaching field, or who has completed a four-year degree program outside the field of teaching and meets the other admission criteria. A degree in intellectual disabilities leads to certification in mental retardation. A degree in emotional/behavioral disorders leads to certification in behavior disorders. Degrees in interrelated and learning disabilities lead to certification in interrelated and learning disabilities, respectively.

Degree Program Requirements

INTERRELATED

Area A – Nature of the Learner 5 hrs.

PSY 509	Introduction to Behavior Modification
PSY 515	Educational Psychology
PSY 520	Developmental Psychology
PSY 530	Adolescent Psychology
PSY 552	Conditions of Learning
EDU 555	Clinical Approach to Classroom Analysis
SPE 542	Behavior Modification for Special Education
ECE 500	Child Development

Area B – Programs and Problems of the School 5 hrs.

EDU 503	Politics and Education
EDU 504	History of American Education
EDU 509	Philosophy of Education
EDU 512	Sociology of Inner City Child (or equivalent)
EDU 538	Curriculum Planning
EDU 540	Curriculum Principles
EDU 542	Curriculum Trends
MTH 509	Computer Assisted Instruction

Area C – Teaching Field

SPE 512	Characteristics of Children and Youth with Mild Learning, Intellectual, and/or Behavioral Disabilities
SPE 522	Teaching the Preschool Special Education Child
SPE 524	Instructional Strategies for Teaching the Mildly Disabled
SPE 526	Materials and Media for the Mildly Disabled
SPE 530	Counseling Parents of Exceptional Children
SPE 545	Educational Assessment of Exceptional Children
SPE 547	Behavior Management of Exceptional Children
SPE 554	Vocational Aspects of the Mildly/Moderately/Severely Disabled
SPE 556	Language Development and Language Disabilities
SPE 563	Issues in Interrelated Special Education

SPE 566	Curriculum for the Mildly Disabled	
SPE 580	Directed Studies in Research and Readings in Special Education	
SPE 590	Teaching of Reading and Math to Exceptional Learners	
RDE 555	Diagnosis and Remediation in Reading (or equivalent)	
SPE 570	Practicum in Interrelated Special Education	

Area D – Research		5 hrs.
EDU 501	Methods of Research in Education	

Area E – Minimum of five quarter hours required (Select with advisor)		5 hrs.
EDU 500	Education Statistics (or equivalent)	

Total		60 hrs.
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INTELLECTUAL DISABILITIES (MR)

Area A – Nature of the Learner		5 hrs.
PSY 509	Introduction to Behavior Modification	
PSY 515	Educational Psychology	
PSY 520	Developmental Psychology	
PSY 530	Adolescent Psychology	
PSY 552	Conditions of Learning	
EDU 555	Clinical Approach to Classroom Analysis	
ECE 500	Child Development	
SPE 542	Behavior Modification for Special Education	

Area B – Programs and Problems of the School		5 hrs.
EDU 503	Politics and Education	
EDU 504	History of American Education	
EDU 509	Philosophy of Education	
EDU 512	Sociology of Inner-City Child (or equivalent)	
EDU 538	Curriculum Planning	
EDU 540	Curriculum Principles	
EDU 542	Curriculum Trends	
MTH 509	Computer Assisted Instruction	

Area C – Teaching Field

SPE 515	Nature and Characteristics of Intellectual Disabilities	
SPE 522	Teaching the Preschool Special Education Child	
SPE 525	Instructional Strategies for Intellectual Disabilities	
SPE 526	Materials and Media for the Mildly Disabled	
SPE 530	Counseling Parents of Exceptional Children	
SPE 545	Educational Assessment of Exceptional Children	
SPE 547	Behavior Management of Exceptional Children	
SPE 554	Vocational Aspects of the Mildly/Moderately/ Severely Disabled	
SPE 556	Language Development and Language Disabilities	
SPE 563	Issues in Interrelated Special Education	
SPE 566	Curriculum for the Mildly Disabled	
SPE 580	Directed Studies in Research and Readings in Special Education	
SPE 590	Teaching of Reading and Math to Exceptional Learners	
RDE 555	Diagnosis and Remediation in Reading (or equivalent)	
SPE 573	Practicum in Mental Retardation	

Area D – Research 5 hrs.
EDU 501 Methods of Research in Education

Area E – Minimum of five quarter hours required 5 hrs.
(Select with advisor)
EDU 500 Education Statistics (or equivalent)

Total 60 hrs.

LEARNING DISABILITIES

Area A – Nature of the Learner 5 hrs.

PSY 509 Introduction to Behavior Modification
PSY 515 Educational Psychology
PSY 520 Developmental Psychology
PSY 530 Adolescent Psychology
PSY 552 Conditions of Learning
EDU 555 Clinical Approach to Classroom Analysis
SPE 542 Behavior Modification for Special Education
ECE 500 Child Development

Area B – Programs and Problems of the School 5 hrs.

EDU 503 Politics and Education
EDU 504 History of American Education
EDU 509 Philosophy of Education
EDU 512 Sociology of Inner-City Child (or equivalent)
EDU 538 Curriculum Planning
EDU 540 Curriculum Principles
EDU 542 Curriculum Trends
MTH 509 Computer Assisted Instruction

Area C – Teaching Field

SPE 517 Nature and Characteristics of Learning Disabilities
SPE 522 Teaching the Preschool Special Education Child
SPE 526 Materials and Media for the Mildly Disabled
SPE 527 Instructional Strategies for Learning Disabilities
SPE 530 Counseling Parents of Exceptional Children
SPE 545 Educational Assessment of Exceptional Children
SPE 547 Behavior Management of Exceptional Children
SPE 554 Vocational Aspects of the Mildly/Moderately/
Severely Disabled
SPE 556 Language Development and Language Disabilities
SPE 563 Issues in Interrelated Special Education
SPE 566 Curriculum for the Mildly Disabled
SPE 580 Directed Studies in Research and Readings in
Special Education
SPE 590 Teaching of Reading and Math to Exceptional Learners
RDE 555 Diagnosis and Remediation in Reading (or equivalent)
SPE 575 Practicum in Learning Disabilities

Area D – Research 5 hrs.
EDU 501 Methods of Research in Education

Area E – Minimum of five quarter hours required 5 hrs.
(Select with advisor)
EDU 500 Education Statistics (or equivalent)

Total 60 hours

BEHAVIOR DISORDERS**Area A – Nature of Learner** 5 hrs.

PSY 509	Introduction to Behavior Modification
PSY 515	Educational Psychology
PSY 520	Developmental Psychology
PSY 530	Adolescent Psychology
PSY 552	Conditions of Learning
EDU 555	Clinical Approach to Classroom Analysis
SPE 542	Behavior Modification for Special Education
ECE 500	Child Development

Area B – Programs and Problems of the School 5 hrs.

EDU 503	Politics and Education
EDU 504	History of American Education
EDU 509	Philosophy of Education
EDU 512	Sociology of Inner-City Child (or equivalent)
EDU 538	Curriculum Planning
EDU 540	Curriculum Principles
EDU 542	Curriculum Trends
MTH 509	Computer Assisted Instruction

Area C – Teaching Field

SPE 518	Nature and Characteristics of Emotional/ Behavioral Disorders
SPE 522	Teaching the Preschool Special Education Child
SPE 526	Materials and Media for the Mildly Disabled
SPE 528	Instructional Strategies for Emotional/Behavioral Disorders
SPE 530	Counseling Parents of Exceptional Children
SPE 545	Educational Assessment of Exceptional Children
SPE 547	Behavior Management of Exceptional Children
SPE 554	Vocational Aspects of the Mildly/Moderately/ Severely Disabled
SPE 556	Language Development and Language Disabilities
SPE 563	Issues in Interrelated Special Education
SPE 566	Curriculum for the Mildly Disabled
SPE 580	Directed Studies in Research and Readings in Special Education
SPE 590	Clinical Teaching of Reading and Math to Exceptional Learners
RDE 555	Diagnosis and Remediation in Reading (or equivalent)
SPE 577	Practicum in Behavior Disorders

Area D – Research 5 hrs.

EDU 501	Methods of Research in Education
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Area E – Minimum of five quarter hours required 5 hrs.

(Select with advisor)	
EDU 500	Education Statistics (or equivalent)

Total 60 hrs.

This program leads to endorsement or add-on certification in the area of gifted education. It is comprised of the 15 quarter hour sequence shown below. Five quarter hours of educational measurement is included as a

**Gifted
Endorsement**

prerequisite which can be satisfied by either SPE 440 – Tests and Measurement or SPE 545 – Educational Assessment.

Students must have completed one year of teaching experience and possess a professional teaching certificate.

SPE 516	Nature and Characteristics of the Gifted	5 hrs.
SPE 529	Instructional Methods in Gifted Education	5 hrs.
SPE 536	Curriculum for Gifted Education	5 hrs.
Total		15 hrs.

School Counseling

Introduction

The program is designed to educate and produce effective and educationally oriented professional school counselors with broad multi-disciplinary backgrounds. Students acquire theoretical understanding of the school counseling profession, practical skills and experience in school settings. Graduates are prepared for positions as counselors in public and private schools. The Master of Education in School Counseling is a 75-quarter-hour program leading to SC-5 certification by the State of Georgia.

Admission Requirements

To be admitted to the M.Ed. in School Counseling program an applicant must:

1. Satisfy all other admission requirements for the M.Ed. degree program.
2. Submit two letters of reference from colleague(s) and administrator(s).
3. Submit a professional writing sample (obtained from program coordinator.)

Advisement

After the student has been admitted to the M.Ed. in school counseling program, the advisor will assist the student in developing an individual planned program of study consistent with the student's professional experiences, objectives and the requirements of the degree program.

Admission to Candidacy

It is the responsibility of the student to make application for admission to candidacy after the completion of twenty (20) hours of academic course work. The candidate and advisor will formally review the student's progress. The advisor certifies (to chairperson in writing) that the:

1. Candidate has been fully admitted in the graduate school.
2. Candidate has a minimum cumulative average of 3.0 in his/her planned program of study with no grade below a B in any school counseling course.
3. Program of study is attached to the application for candidacy.

Graduate Office will notify the candidate and advisor of admission in writing.

To be eligible for the M.Ed. degree in school counseling and recommendation for SC-5 certification by Albany State University, the student must meet the following requirements:

1. Credit hours usable in the planned program must not be more than six calendar years at the time the degree is completed.
2. Must complete an Application for Degree two quarters prior to course/program requirement completion.
3. Maintenance of cumulative 3.0 (better) grade point average in graduate course work with no grade below a B in any school counseling course.
4. Student's program must minimally include 45 quarter hours of graduate professional courses in Area C – professional school counseling course.
5. Except for a maximum of 15 hours of transfer credit, all credit hours used in completion of an M.Ed. in school counseling must be earned in residence at Albany State University.
6. Pass the Georgia teacher certification field test in school counseling.
7. Pass a comprehensive departmental examination.
8. Successfully complete SEC 570 and/or SEC 595 in residence at Albany State University as designated on the "Planned Program of Study" form.

Program Completion

The total degree program of a student will be structured using five components as follows.

Program Components	Quarter Credit Hours
Area A: Nature of the Learner	10
*EDU 600 – Advanced Educational Psychology	
ECE 500 – Child Development	
SPE 501 – Exceptional Child	
SPE 545 – Educational Assessment	
Area B: Foundation	5
EDU 700 – Foundations of Education	
EDU 509 – Philosophy of Education	
Area C: Professional Studies	45
SEC 500 – Fundamentals and Theories of Counseling	
*SEC 505 – Developmental Guidance and Counseling, Principles, Organization and Administration	
SEC 510 – Tests and Measurements	
*SEC 515 – Group Counseling	
SEC 516 – Individual Counseling and Assessment	
*SEC 520 – Multi-Cultural Counseling	
**SEC 525 – Counseling in Elementary School	
**SEC 526 – Counseling in Middle School	
**SEC 527 – Counseling in Secondary School	
*SEC 530 – Career Counseling and Developmental Guidance	
SEC 540 – School Counseling Consultation	
SEC 555 – Directed Independent Study	
SEC 560 – Computer Applications in School Counseling and Guidance	
***SEC 570 – Practicum I	
***SEC 571 – Practicum II	
SEC 575 – Selected Topics in School Counseling	
SEC 595 – Internship	
SEC 596 – Thesis	

* Required course

Structure of the Degree Programs

** One of the following three courses is required: SEC 525, 526 or 527

*** One or both courses will be required determined by planned program

Area D: Research Methodologies	5
EDU 501 – Educational Research	
Area E: Electives	10
+EDU 500 – Statistics for Behavioral Sciences	
+ Prerequisite of EDU 501	
Total	75 minimum

Education Specialist Degree in Educational Administration and Supervision

Introduction

The program is designed for persons who have earned a master's degree in education, have a State of Georgia NL-5 certificate or its equivalent, and hold or aspire to hold educational leadership positions that require State of Georgia NL-6 certification. A minimum of forty-five (45) quarter 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. This includes transfer credits.

Admission Requirements

To be admitted to the Ed.S. program an applicant must:

1. Have a master's degree from an accredited institution.
2. Have a State of Georgia NL-5 certificate in educational administration and supervision or its equivalent. If the master's degree is not in educational administration and supervision or the applicant does not hold the NL-5 certificate, then the applicant may be required to complete work equivalent to a master's level major in educational administration and supervision in addition to the 45 quarter credit hours required for the Ed.S. Degree in educational administration and supervision.
3. Present the following:
 - a. A grade point average of 3.25 on all graduate work attempted.
 - b. A score of not less than 900 on the Graduate Record Examination (Verbal and Quantitative sections) or a score of not less than 48 on the Miller Analogies Test.
4. Have at least three years of professional work experience in the field of education.

Admission By Appeal

A student who does not meet the test score criteria for admission may appeal for admission to the Graduate Council. The Graduate Council examines the appeal and additional information in support of a student's request. The Council makes recommendations to the Dean for Graduate

Studies. Information required in the appeals process may be secured by contacting the Graduate Studies Office.

After the student has been admitted to the Ed.S. program, the department chairperson will appoint an advisor. The advisor will assist the student in developing an individualized program of study to meet the degree program.

Admission to Candidacy

It is the responsibility of the student to make application for admission to candidacy after completion of ten (10) hours of credit. The advisor must certify that:

1. The applicant has made satisfactory progress in a planned program of study that is approved by the major professor.
2. The applicant has been fully admitted to the Ed.S. program.
3. The applicant holds the NL-5 certification in educational administration and supervision.
4. The program of study is attached to the application for candidacy.
5. A copy of the Georgia Teacher Certification Test (TCT) certifying a passing score is attached to the application for candidacy.

The Graduate Office will notify the student and advisor of admission to candidacy in writing.

To be eligible for the Ed.S. Degree and recommendation for NL-6 certification by Albany State University, a student must meet the following requirements:

1. Only those courses taken after admission to the Ed.S. program may be used to fulfill the requirement of the Ed.S. degree. This includes transfer credits.
2. Credit usable in the planned program must not be more than six calendar years old at the time that the degree is completed.
3. Transfer Credits. A maximum of 10 credit hours of transfer credit from an approved institution offering the Ed.S. program is allowed. Such credits must be approved beforehand.
4. The student must complete an Application for Degree form two quarters in advance of completing all course requirements.
5. Grades. Only credits with grades of "B" or better are usable in the Ed.S. degree program.
6. The student's Ed.S. program must include a minimum of 45 quarter hours of credit beyond the master's level certificate in administration and supervision; 25 of these 45 hours must be in administration and supervision.
7. A five (5) quarter hour graduate field experience culminating in a research project orally defended before the Educational Administration and Supervision faculty is required.
8. Residence. Except for a maximum of 10 hours of transfer work, all credits used in the Ed.S. program must be earned in residence at Albany State University.

Advisement

Program Completion

Structure of the Degree Programs

The total degree program of a student will be structured using five components as follows.

Program Components	Quarter Credit Hours
Area A: Nature of the Learner	5
Area B: Problems of School and Society	
*EDU 700 – Foundations of Education	5
Area C: Administration and Supervision	
*EAS 709 – Leadership Field Experience	25
EAS 711 – Software in Educational Administration	
Area D: Research	
**EDU 701 – Advanced Educational Research	5
Area E: Electives	5
Total	45 minimum

* Required course
 ** A prerequisite for EAS 709

Area A includes studies about the nature and characteristics of learners. Area B includes studies of the school and society. Area C includes studies in the area of leadership. Area D is research methodology. Area E is electives consistent with the student's emphasis.

Cycle of Course Offering

The courses leading to the completion of the Ed.S. program will be offered in a two-year cycle which will enable most students to complete the program within two years. The following will be pursued as planned unless circumstances prevent offering the course(s) as scheduled below.

Two Year Cycle – 1996-98

1996-97	1997-98
Summer Quarter	Summer Quarter
EDU 701**	EDU 701**
EAS 785	EAS 700
EAS 701	EAS 643
EDU 600	PSY 652
	EAS 711
Fall Quarter	Fall Quarter
EDU 700*	EDU 700*
EAS 643	EAS 710
EAS 709*	EAS 709*
EAS 711	
Winter Quarter	Winter Quarter
EAS 670	EAS 651
EAS 685	EAS 733
EAS 709	EAS 709*
PSY 652	EDU 600
Spring Quarter	Spring Quarter
EAS 681	EAS 610
EAS 733	EAS 648
EAS 709*	EAS 709*
EDU 700	

* Required course
** A prerequisite for EAS 709

Business Education

The graduate program in business education provides graduate educational opportunities for business teachers in middle school, high school and post-secondary institutions. Students completing this program will demonstrate (1) a knowledge of the nature of the secondary and post-secondary learner, learning theory and problems, and programs and problems of the school, (2) competency in current teaching methodology, instructional procedures and research activities, and (3) competency in curriculum organization and implementation.

Regular Admission

Regular admission or full admission to the M.Ed. program is granted to applicants with a minimum grade point average of 2.5 (on a 4.0 scale). The required minimum standardized test score is 800 on the GRE, or 44 on the Miller Analogies Test.

Provisional Admission

The student is admitted provisionally if some condition is placed on his/her status because of grade point average or standardized test score requirements.

Upon completion of the first 15 quarter hours of study with a grade of "B" or better, the student is granted full admission to the M.Ed. degree program. Otherwise, the student's enrollment is terminated.

Transient Admission

M.Ed. degree students in good academic standing at another institution may enroll for a period of one quarter as a transient student. A Letter of Good Standing from the regular institution is required for admission.

Non-Degree Admission

Students may enroll in this status to complete coursework for either certification renewal or add-on certification purposes or personal enrichment purposes. No more than 15 hours of credit earned in this category may subsequently be applied toward meeting the requirements of a master's degree.

The Master of Education program in business education requires a minimum of 60 quarter hours of graduate-level credit. The curriculum is designed for persons holding T-4 certification in business education or who have completed basic prerequisite coursework in business education. A student who does not hold the necessary teaching certificate or who has not completed the prerequisite coursework is admitted for study but will be required at the beginning of his/her study to complete the prerequisite undergraduate subject matter and professional education courses.

Area A – Nature of the Learner
(Minimum of 5 quarter hours)

5 hrs.

PSY 509 Introduction to Behavior Modification
PSY 515 Educational Psychology

Introduction

Admission Requirements

Program of Study

PSY 520	Developmental Psychology
PSY 530	Adolescent Psychology
PSY 552	Conditions of Learning
PSY 555	Theories of Learning

Area B – Programs and Problems of the School 5 hrs.
(Minimum of 5 quarter hours)

BED 546*	Curriculum Construction in Business Education
EDU 509	Philosophy of Education
EDU 510	Sociology of Education
EDU 511	Economics and Education
EDU 538	Curriculum Planning
EDU 540	Curriculum Principles
EDU 542	Curriculum Trends

(Students must take a minimum of 15 hours across areas A & B)

Area C – Teaching Field 35 hrs.
(Minimum of 35 quarter hours)

BED 510*	Principles and Problems in Business Education
BED 537	Improvement of Instruction in Shorthand and Transcription
BED 538	Improvement of Instruction in Bookkeeping and Accounting
BED 539	Improvement of Instruction in Typewriting
BED 540	Improvement of Instruction in Office Practice
BED 541	Improvement of Instruction in Basic Business
BED 545	Introduction to Data Processing
BED 547	Improvement of Instruction in Business Communication
BED 550	History and Philosophy of Vocational Education
ECO 505	Contemporary Economic Problems
ECO 506	Consumer Economic Problems
ECO 507	Microcomputer Application for Teaching Economic Concepts

(Students must take at least four Improvement of Instruction courses)

Area D – Educational Research and Statistics 5 hrs.
(Minimum of 5 quarter hours)

EDU 500	Educational Statistics
EDU 501	Educational Research

Area E – Electives 5 hrs.
(Minimum of 5 quarter hours)

SPE 501*	Exceptional Children and Youth
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(Additional electives may be selected in conference with advisor)

* Required unless previously fulfilled

Degree Requirements

1. Earn a 3.0 grade point average on all graduate work attempted.
2. Obtain 45 of the 60 hours required for the degree in residence.
3. Pass a written comprehensive examination, which is administered one quarter before the student expects to graduate. In order to be eligible for the examination, the student must have successfully completed at least 25 hours in area C, with a minimum grade-point average of 3.0. The examination will cover only courses taken in area C (teaching field). A score of 80% is required for passing. The student is permitted to take the examination up to three times, but no more than once in an academic

- quarter. The third failure on the examination will result in automatic exclusion from the degree program.
4. Obtain passing score on Teacher Certification Test (TCT) in business education

Program for Persons Not Holding Certification in Business Education

Prerequisite Courses

Subject-Matter Courses	(60 hrs.)
Principles of Accounting	10 hrs.
Principles of Economics	10 hrs.
Communications for Management	5 hrs.
Law and Ethics in Business Environment	5 hrs.
Typewriting (must include the advanced course)	5 hrs.
(Other courses in accounting, marketing, management, administrative systems)	5 hrs.
Information Processing	15 hrs.
Information Processing Concepts/Applications	5 hrs.
Advanced Word Processing	5 hrs.
Management Information Systems	5 hrs.
Introduction to Business Information Systems	5 hrs.
COBOL Programming	5 hrs.
Administrative Office Management/Office Technology	5 hrs.

Business Education

Professional Education Courses	50 hrs.	Graduate Equivalent
Introduction to Exceptional Children	5 hrs.	SPE 501 – Exceptional Children and Youth
Introduction to Education	5 hrs.	EDU 509 – Philosophy of Education
Human Growth and Development	5 hrs.	PSY 520 – Developmental Psychology
Educational Psychology	5 hrs.	PSY 515 – Educational Psychology
Secondary School Curriculum	5 hrs.	
Educational Media	5 hrs.	
Secondary School Methods	5 hrs.	
Preparation for Teaching	0 hrs.	
Student Teaching*	15 hrs.	EDU 579 – Student Teaching

* Must pass TCT in Business Education before enrolling.

NOTE: Subject-matter courses should be completed first. A student may substitute a graduate equivalent course for designated undergraduate professional education courses after the completion of the undergraduate subject matter courses.

After completion of the 110 hours in prerequisite, students are eligible to begin the program in business education for the T-5 certificate.

English Education

Introduction

The English education program (M.Ed.) is a fifth-year course of study for advanced preparation of secondary teachers of English and others desiring to study in the field. The program requires a total of 60 quarter hours, a minimum of 35 in graduate English courses, including ENG 500, and 25 in courses in education or related fields. Students must remain in good academic standing in the program and are required to pass a written comprehensive at the end of their course of study. The program provides an opportunity for students to strengthen strategic areas of preparation and relate coursework to classroom teaching and learning experiences.

Objectives of the Program

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

Admission to the Program

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

Program of Study

Area A – Nature of the Learner and Learning Problems (Minimum of 5 quarter hours)	5 hrs.
SPE 501	Exceptional Children and Youth
PSY 509	Introduction to Behavior Modification
PSY 515	Educational Psychology
PSY 529	Developmental Psychology
PSY 530	Adolescent Psychology
PSY 552	Conditions of Learning
PSY 555	Theories of Learning
Area B – Programs and Problems of the School (Minimum of 5 quarter hours)	5 hrs.
EDU 504	History of Education

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- EDU 509 Philosophy of Education
 - EDU 517* Methods and Materials of Language, Literature and Composition
 - EDU 524** Methods and Materials in Teaching English in the Secondary School
 - EDU 526 Linguistics and the Teaching of English
 - EDU 528** Teaching Composition in the Secondary School
 - EDU 538* Curriculum Planning
 - EDU 540 Curriculum Principles
 - EDU 576* Problems of Teaching English
 - RDE 504*** Methods and Materials of Reading in the Secondary School
 - EDU 593 Internship I – Internship in the Secondary School
 - EDU 594 Internship II – Internship in the Secondary School
 - EDU 595 Internship III – Internship in the Secondary School

Area C – The Teaching Field

35 hrs.

(Minimum of 35 quarter hours)

- EDU 500** Bibliography and Research Methods
- ENG 501 Restoration and Eighteenth Century Literature
- ENG 502 Romanticism
- ENG 504*** History of the English Language
- ENG 506 Literature of the Seventeenth Century
- ENG 507 American Fiction
- ENG 508** Literary Criticism
- ENG 510 Shakespeare
- ENG 532 Tudor Poetry and Prose
- ENG 603 Victorian Poetry and Prose
- ENG 605 Victorian Fiction
- ENG 606 Chaucer
- ENG 609 Introduction to Linguistics
- ENG 612 Advanced Grammar and Syntax
- ENG 615** Advanced Exposition for Teachers
- ENG 621 Old English Literature
- ENG 650 Modern Drama
- ENG 670 Modern British Literature
- ENG 680 American Poetry
- ENG 681 Early American Literature
- ENG 683 American Romanticism
- ENG 684 American Realism and Naturalism
- ENG 685 Southern Literature
- ENG 686 Modern American Fiction
- ENG 689 Major American Writers
- ENG 690 Afro-American Literature
- ENG 692 Afro-American Novel
- ENG 694 Afro-American Drama
- ENG 696** Contemporary Literature

Area D – Research

5 hrs.

(Minimum of 5 quarter hours)

- EDU 500*** Educational Statistics
- EDU 501** Methods of Research in Education

Area E – Related Areas

5 hrs.

(Minimum of 5 quarter hours)

EDU 513*	Social Dialects and Language Learning
ENG 514	Literature for Middle Childhood
ENG 515*	Adolescent Literature
EDU 516	Critique of Children's Literature
EDU 518	Methods and Materials of Language Arts in the Elementary School
ENG 519	Language Study for Middle Childhood
ENG 523	Oral and Written Composition for Middle Childhood
EDU 524	Methods and Materials in Teaching English in the Secondary School
EDU 525	Teaching English as a Second Language
ENG 526	Linguistics and the Teaching of English
EDU 576	Problems of Teaching (Composition)

Area F – Electives

MDE 500	Introduction to the Selection of Print and Non-Print Materials
MDE 530	Selection and Utilization of Media

* Program must include one of these courses

** Required course

***Required unless previously fulfilled

Special Requirements

Comprehensive Examination Policies

I. Objectives of the Comprehensive Examination in English

The comprehensive examination in English has the following objectives. A student must:

1. Demonstrate an acceptable knowledge of research methods in English, resources for English studies and approaches to literary criticism, including the ability to apply these in research.
2. Demonstrate a general knowledge of the bodies of American and English literature and specific knowledge of the literary periods in which courses have been taken.
3. Demonstrate an acceptable level of mastery of written communication skills.

Students preparing to take the comprehensive examination in English may secure copies of previous examination questions from the department.

II. Number of Hours and Academic Average Required

A student must have completed (or be completing) 55 quarter 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 35 quarter 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:

ENG 500	Bibliography and Research Methods	5 hrs.
ENG 508	Literary Criticism	5 hrs.
ENG 615	Advanced Exposition for Teachers	5 hrs.
	Two American Literature courses	10 hrs.
	Two English Literature courses, one of which must be pre-1900	10 hrs.

IV. Number of Attempts

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

V. Evaluation of Comprehensive Examination in English

The comprehensive examination in English is evaluated by a committee of faculty members who teach graduate courses in the Department.

A student who takes the examination receives either a pass or fail and must pass all parts of the examination, demonstrating competence in each area.

VI. Reexamination

A student who fails any portion of the examination must retake the entire examination. No additional coursework, however, is required.

Mathematics Education

The M.Ed. degree in secondary education with a concentration in mathematics leads to the T-5 certificate in mathematics. The program is designed to give the student experiences which lead to an in-depth knowledge of mathematics in the areas of algebra, real analysis and geometry. The students also receive a broad knowledge of other areas of mathematics such as statistics, computer literacy, and applications of mathematics.

The successful completion of the TCT in the area of mathematics and a comprehensive examination are requirements of this program. Successful completion of the TCT in the area of mathematics is also a requirement for taking the comprehensive examination.

The student must confer with his/her advisor to design a planned program. The planned program may include some undergraduate courses for those students who do not have an undergraduate degree in mathematics. The program requires a minimum of 60 quarter hours to complete.

Area A – Nature of the Learner	5 hrs.
(Minimum of 5 quarter hours)	
PSY 515 Educational Psychology	5 hrs.
PSY 552 Conditions of Learning	5 hrs.

Area B – Programs and Problems of the School	5 hrs.
(Minimum of 5 quarter hours)	
EDU 538 Curriculum Planning	5 hrs.
EDU 509 Philosophy of Education	5 hrs.

Area C – Teaching Field	25 hrs.
(Minimum of 25 quarter hours)	
MTH 512 Fundamental Concepts of Real Analysis	5 hrs.
MTH 520 Linear Algebra	5 hrs.
MTH 521 Modern Algebra I	5 hrs.
MTH 571 Modern Geometry	5 hrs.
MTH 643 Introduction to Point Set Topology	5 hrs.
MTH 509 BASIC for Teachers	5 hrs.
EDU 531 Mathematics Concepts for Secondary School Education	5 hrs.

or

Introduction

Program of Study

EDU 533	Methods and Materials in Teaching Secondary School Mathematics	5 hrs.
Area D – Research (Minimum of 5 quarter hours)		5 hrs.
EDU 501	Methods of Research in Education	5 hrs.
Area E – Electives (Minimum of 10 hours) Courses chosen from mathematics and Area C.		10 hrs.

Music Education

(T-5 Certification Program – Minimum 60 Hours)

Introduction

The program in Music Education is designed to nurture scholarship, encourage creativity and be receptive to the practical needs of the post graduate student. The program provides an opportunity for students to pursue independent projects that focus on personal needs or areas of interest.

All students seeking a degree in Music Education are required to take a placement examination in music theory, music history and pass an audition in their respective performance area. In addition, students who enter the program are expected to have either a T-4 certificate in music or equivalent coursework to qualify for a T-4 certificate. Students who do not qualify for a T-4 certificate will need to take approved courses to be admitted to the graduate program in music education.

Upon satisfactory completion of the music program, the student should be able to:

Objectives

1. Demonstrate the ability to do critical thinking and scholarly writing through selecting areas of interest, researching topics and reporting findings in an organized, systematic and logical manner.
2. Identify crucial or relevant issues in music education of current interest at the district, state and national levels and report the same through class discussions and research papers.
3. Communicate an awareness of concepts as advanced by leading writers and/or speakers in the field of aesthetics and music education.
4. Provide a more in-depth analysis of fundamental problems in music education, with suggestions for improving musical values.
5. Evaluate measures of musical aptitude and achievement.
6. Critically appraise reference works in music education in order to utilize them effectively.
7. Recognize and evaluate specific methods, teaching tools, and musical devices as being part of a larger method or system.
8. Formulate predictions about trends/directions in music education – based upon past experience(s).
9. Apply theories of learning to practical problems in music education.
10. Engage in professional dialogue with increasing confidence and authority.
11. Express a rational prospectus relative to the growth and development of music education in the United States.

In partial fulfillment of the requirements for the M.Ed. degree in music education, students are required to satisfactorily pass a comprehensive examination and a teaching demonstration.

These may be administered during the final two quarters of the program. A student is only eligible to take the comprehensive examinations if the grade point average is 3.0 or higher. Failure to pass on the third attempt will result in automatic termination from the degree program.

Area A – Nature of the Learner/Learning Problems (20 hours required unless previously taken)	20 hrs.
EDU 500* Statistics	5 hrs.
SPE 501 Exceptional Children	5 hrs.
MUS 540 Foundations/Graduate Study	5 hrs.
Elective	5 hrs.

Area B – Musical Studies (19 quarter hours required and to be taken from courses suggested below or others appropriate to the program)	19 hrs.
MUS 509 Ensemble	1 hrs.
MUS 515 Harmony	5 hrs.
MUS 516 Sight Singing/Dictation	5 hrs.
MUS 533 Music History I	5 hrs.
MUS 534 Music History II	5 hrs.
MUS 535 Contemporary Music	3 hrs.
MUS 549 Advanced Form and Analysis	3 hrs.
MUS 600 Graduate Applied Concentration	2 hrs.
MUS 603 Analysis/Musical Styles	3 hrs.

Area C – Professional Studies (16 quarter hours required and to be taken from courses suggested below or others appropriate to the program)	16 hrs.
MUS 523 Special Problems/Music Education	5 hrs.
MUS 541 Advanced Studies/General Music	5 hrs.
MUS 543 Music/Early Childhood	5 hrs.
MUS 548 Studies/Musical Aesthetics	5 hrs.
MUS 641 Directed Study	5 hrs.
MUS 646 Practicum in College Teaching	5 hrs.

Area D – Research Studies (5 quarter hours required)	5 hrs.
EDU 501 Methods of Research	<u>5 hrs.</u>
Total	<u>60 hrs.</u>

Comprehensive Examination Policy

Planned Program for Music Education

Science Education

The Department of Natural Sciences of the School of Arts and Sciences believes that students should be provided with quality and quantifiable learning experiences needed for professional competence and to become productive citizens in a highly technical society. The Department is determined to meet the needs of the students that we serve. Consequently,

Introduction

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 T-4 certification or who have completed basic prerequisite coursework in science education. This program leads to T-5 certification in science education.

The goals of the Department of Natural Sciences are as follows: to help students understand the basic concepts and principles inherent in the body of knowledge of science; to allow students the opportunity to become familiar with and comfortable using the scientific method; to help develop rational thinking in our students (science is a cognitive tool used in all intellectual endeavors); to sensitize our future citizenry concerning the role that science and technology plays in our modern society; to foster interests, appreciation, positive attitude, and cultural values in harmony with the scientific enterprise; to prepare students for entrance into graduate and professional schools; to prepare students for professional employment in the sciences, and teaching in the areas of biology and chemistry. The degree requires 60 credit hours, with 25 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 quarter of expected graduation or upon completion of required coursework. A student is only eligible to take the comprehensive examination 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 quarter. A third failure on the comprehensive examination results in automatic termination from the degree program.

The purpose of the comprehensive examination is to assess the student's knowledge of learning experiences that have been introduced in the Master's Degree in Science Education (Biology and Chemistry) Programs. The exam will address specific objectives from the cognate field.

Planned Program of Study

The master's degree in science education has an emphasis in biology and an emphasis in chemistry.

Area A* – Nature of the Learner (Minimum of 5 required)	5 hrs.
PSY 515 Educational Psychology	5 hrs.
PSY 530 Adolescent Psychology	5 hrs.
PSY 552 Conditions of Learning	5 hrs.
Area B* – Program and Problems of the School (Minimum of 5 hours required)	5 hrs.
EDU 538 Curriculum Planning	5 hrs.
EDU 540 Curriculum Principles	5 hrs.
EDU 570** Strategies of Instruction in Science	5 hrs.
Area C – Teaching Field Courses*** (Minimum of 25 hours required; 10 hours in core and 15 hours to be selected from the list of elective courses).	25 hrs.

Cognate Fields (Core)**	10 hrs.
(Minimum of 10 hours from Biology or Chemistry)	
BIO 501 Selected Topics in Botany	5 hrs.
BIO 502 Selected Topics in Zoology	5 hrs.
BIO 503 Selected Topics in Human Biology	5 hrs.
CHM 501 Inorganic Chemistry	5 hrs.
CHM 502 Organic Chemistry	5 hrs.
CHM 503 Analytical Chemistry	5 hrs.

Other teaching fields courses will be selected from courses listed within the cognate areas with the approval of the advisors. 15 hrs.

Area D – Research and Statistics	5 hrs.
(Minimum of 5 quarter hours)	
EDU 500† Education Statistics	5 hrs.
EDU 501** Methods of Research in Education	5 hrs.

Area E – Electives	5 hrs.
(Minimum of 5 quarter hours)	
SPE 501‡ Exceptional Children and Youth	5 hrs.
Total	60 hrs.

* Minimum of 15 quarter hours from Areas A & B.

** Required course.

*** Minimum of 25 quarter hours from Area C (10 hours of core courses are required). In chemistry program, core courses may be omitted if a departmental proficiency exam is passed. The student would complete 25 hours of advanced courses.

† Required for research course. Course requirements can be satisfied by passing examination.

‡ Required only if not previously fulfilled.

DEPARTMENT OF NURSING

Master of Science in Nursing

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 a significant contribution to health care.

The purposes of the master's program are to prepare students for the following:

1. Advanced practice nursing roles: family nurse practitioner, clinical nurse specialist or nursing administrator.
2. Beginning researcher.
3. Individual highly knowledgeable and capable of influencing policy-making that impacts on health care delivery.

Introduction

Terminal Objectives

Upon completion of the master's of science in nursing degree, the graduate will be able to:

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

Admission Requirements

Selected general admission criteria include a B.S. in nursing, a 3.0 GPA, GRE of 800 or MAT of 44 and completion of specific prerequisite undergraduate nursing courses (health assessment, nursing research, pathophysiology, statistics). There are three types of admission for applicants interested in pursuing the master's of science degree: regular, provisional and non-degree.

Regular Admission

The applicant has met all admission requirements and is admitted to the graduate nursing program with full graduate status.

Provisional Admission

The applicant who does not meet in full the requirements for unconditional admission may be referred to the Graduate Admission's Committee in Nursing for recommendations pertaining to acceptance. In some instances, the applicant may be required to fulfill prerequisites designated by the Committee. Once an applicant is admitted to the program, certain conditions must be met before achieving full graduate status. These conditions are discussed with the student during an admission interview with the coordinator of the graduate nursing program. No more than 15 hours of graduate courses may be completed in this category. The applicant admitted to this category is required to maintain a 3.00 GPA in the first 15 hours of graduate courses prior to changing to regular admission status. Unless the student maintains a minimum 3.00 GPA, he/she will be asked to withdraw from the program.

Non-Degree Admission

Where deficiencies exist, the applicant may be admitted as a non-degree student on the condition that specific undergraduate courses are completed before qualifying for regular graduate admission. An applicant admitted in this category must complete all admission requirements before qualifying for full admission status. An applicant admitted to this category is required to maintain a 3.00 GPA on all courses attempted. All conditions to be met while in this admission status are discussed during an admission interview with the coordinator of the graduate nursing program. No more than 15 hours of graduate courses can be taken while in this category.

Special Admission

This category is provided to accommodate the applicant who has the potential for graduate study, but at the time of application, does not intend to seek a graduate degree; or 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 when adequate space is available. A student seeking regular graduate admission status is given preference when the number of applicants to be accepted is limited.

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

1. The student has a minimum overall 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. (Such approval is granted on a quarter-to-quarter basis; continued enrollment is not provided.)
3. The student limits his/her graduate enrollment to a total of 15 quarter hours of study. No more than 10 quarter hours of graduate study may be undertaken in a given quarter.
4. During the quarter in which graduate enrollment is allowed, the student's registration is limited to a total of 15 quarter hours (combined graduate and/or undergraduate hours).

An undergraduate student from another institution is not admitted to graduate nursing courses at Albany State University. Admission to the special admission category does not warrant or secure admission to the Graduate Nursing Program.

Within the first 15 quarter hours of study, the student is required to complete a planned degree program of study with the advice and approval of the coordinator of graduate studies. Copies of this planned degree program will be filed with the Graduate School, the Department of Nursing, and the Registrar's office.

Curriculum

The curriculum for each area of concentration consists of a minimum of 65 quarter hours.

I. Core Requirements (25 hours)

(Core courses – all students)

NUR 500	Theoretical Basis for Nursing Practice	5 hrs.
NUR 519	Nursing Role Seminar	3 hrs.
NUR 521	Nursing Clients of Diverse Cultures	5 hrs.
NUR 560	Advanced Research	5 hrs.
NUR 562	Nursing Research Seminar	2 hrs.
NUR 600*	Pathophysiological Concepts of Advanced Nursing Practice	5 hrs.

* Not required for Nursing Administration majors.

II. Area of Specialization (Advanced Practice Role) (30-35 hours)

Family Nurse Practitioner: Vulnerable Communities (minimum of 40 hours)

NUR 525	Advanced Pharmacology	3 hrs.
or		
NUR 526	Pharmacology in Advanced Nursing Practice	5 hrs.

Planned Program of Study

Program of Study

NUR 551	Family Primary Health Care	5 hrs.
NUR 552	FNP I – Child Health	6 hrs.
NUR 553	FNP II – Women’s Health	6 hrs.
NUR 555	FNP III – Adult/Older Adult	7 hrs.
NUR 556	Health Promotion Seminar	3 hrs.
NUR 610	Practicum	5 hrs.
NUR 620	Thesis/Project	5 hrs.
Electives:	Optional, 4-18 hrs. (NUR 554, NUR 557, NUR 558, NUR 559) See course description section.	

Clinical Nurse Specialist: Vulnerable Communities (minimum of 40 hours)

NUR 516*	Instructional Strategies	5 hrs.
NUR 522	Seminar Management Strategies	3 hrs.
NUR 530	Community Health I	5 hrs.
NUR 534	Teaching Strategies	2 hrs.
NUR 540	Community Health II	5 hrs.
NUR 570	CNS I – Community Health	5 hrs.
NUR 571	CNS II – Community Health	5 hrs.
NUR 605	Epidemiology	5 hrs.
NUR 610	Practicum	5 hrs.
NUR 620	Thesis/Project	5 hrs.
EDU 540/ EAS 515*	Curriculum Principles/Curriculum & Instruction	5 hrs.
NUR 516* or Elective	Instructional Strategies	5 hrs.
NUR 522	Seminar Management Strategies	3 hrs.
NUR 534	Teaching Strategies	2 hrs.
NUR 535	Parent Child I	5 hrs.
NUR 545	Parent Child II	5 hrs.
NUR 572	CNS I – Parent Child Health	5 hrs.
NUR 573	CNS II – Parent Child Health	5 hrs.
NUR 610	Practicum	5 hrs.
NUR 620	Thesis/Project	5 hrs.
BIO 506	Genetics	5 hrs.
EDU 540/ EAS 515*	Curriculum Principles/Curriculum & Instruction	5 hrs.
NUR 516* Elective	Instructional Strategies	5 hrs.

Nursing Administration: Vulnerable Communities (minimum of 45 hours)

NUR 524	Theories of Nursing Administration	5 hrs.
NUR 610	Practicum	5 hrs.
NUR 620	Thesis/Project	5 hrs.
MGT 700/ PAD 542	Personnel Administration	5 hrs.
MGT 763/ PAD 510	Organizational Behavior	5 hrs.
PAD 580/PAD 578/ PAD 582	Public Policy/Introduction to Public Policy/ Public Program Evaluation	5 hrs.
PAD 584 FIN 735/ PAD 532	Health Care Delivery Organization	5 hrs.
Elective	Financial Management/Health Care Finance	5 hrs.

* Designed for the Educator’s Role.

Comprehensive examinations are required of the student who has completed course work and has attained a cumulative GPA of 3.00 or greater. The examinations are designed to test the ability of the student to articulate ideas in a scholarly manner in the core, research, and major areas of concentration.

The student will write a preliminary exam after completion of the graduate core courses which will include the theory, research, role and culture courses. A student who does not pass the examination may be required to complete additional study before retaking the exam. If, on the third attempt, a student fails to pass the examination, he/she will not be permitted to continue in the program. Each area of concentration in the graduate program will administer a content specific comprehensive examination after the student has completed the specialty courses.

The examination will be administered only once in any given quarter and the student will be notified no later than the second week of the quarter as to the date, time and place of examination.

An applicant to the graduate nursing program may challenge the prerequisites of health assessment and pathophysiology. Evidence of related work experience with supporting documents must be provided.

Request for permission and approval to challenge the above courses must be obtained the quarter before the course is offered. The schedule of course offerings can be obtained from the Department of Nursing. In order to receive a grade, the student must register for the course and pay all required fees for the quarter in which the course is scheduled to be taught.

Failure to successfully complete the challenge exam on the first try will necessitate a student taking the course. A copy of course outlines and names of textbooks for the courses listed above may be obtained from the course instructors.

To earn the master's of science in nursing degree, a student must meet the criteria identified below:

1. Earn a 3.00 grade point average calculated on all graduate work attempted, including transfer credit approved in advance of enrollment.
2. Earn 50 of the 65 hours required for the degree in residence at Albany State University.
3. Pass a written comprehensive examination.
4. Complete a thesis or major research project.
5. Complete all requirements for the degree within six years of time of first enrollment.

MASTER OF PUBLIC ADMINISTRATION DEGREE

The Master of Public Administration (M.P.A.) degree program is a graduate professional degree program offered by the Department of

Comprehensive Examination Policy

Procedure for Challenging Prerequisite Courses

Degree Requirements

Introduction

History and Political Science. The program requires a total of 63 quarter hours, with a minimum 33 hours of required core courses in public administration. Students whose concentration is Community and Economic Development must complete a total of 68 quarter hours. The program offers six concentrations – general management, human resources management, fiscal management, public policy, community and economic development and an emphasis in health administration and policy. The program is designed to train persons to work in government and non-profit management at the community, state and federal levels.

Objectives of the Program

The program provides training and research to its constituencies that will do the following:

1. Improve the quality of professional leadership in public policy administration and affairs;
2. Prepare students for positions as administrators in the public sector and non-profit organizations;
3. Prepare students for other public service-related careers.

Admission to the Program

Admission to the M.P.A. program may be completed through the Office of Admissions at Albany State University. Applicants to the M.P.A. Program must meet the general requirements for admission to graduate studies and satisfy 30 quarter hours of background-related courses in the following areas:

Economics-related courses	5 hrs.
Courses in statistical methods for social or behavioral sciences	5 hrs.
Law-related courses	5 hrs.
American government and politics-related courses	10 hrs.
Basic computer literacy and word processing using WordPerfect courses	5 hrs.
Students who are deficient in M.P.A. prerequisites are expected to enroll as either non-degree or provisional status students while they make up their deficiencies.	

Program of Study

The requirements for the Master of Public Administration Degree are:

1. A minimum of 63 quarter hours of graduate coursework, at least 50 quarter 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 (required of all)	33 hrs.
Courses in Concentration	15 hrs.
Internship	5 hrs.
Action Report (Mini-Thesis)	5 hrs.
PAD 601 Computer Applications in Public Administration	5 hrs.

Core Courses (33 hours)

Core courses shall provide common curricular components to each student with a basic understanding of the environment of public policy and the ability to deal with:

- Political and legal institutions and processes;
- Economic and social institutions and processes;
- Organization and management concepts including human resource administration
- Concepts and techniques of financial administration;
- Techniques of analysis, including quantitative, economic and statistical methods.

Core Courses are:

PAD 501	Public Administration: Scope and Development of the Profession	5 hrs.
or		
MGT 610*	Introduction to Public Administration	5 hrs.
PAD 510	Organizational Behavior and Management in Public Agencies: Concepts and Theories	5 hrs.
or		
MGT 764*	Organizational Behavior	5 hrs.
or		
MGT 584**	Health Care Delivery Organization	5 hrs.
PAD 521	Legal and Ethical Environments of Public Administration	3 hrs.
PAD 526	Public Personnel Administration	5 hrs.
or		
MGT 700*	Personnel Administration	5 hrs.
PAD 530	Introduction to Public Budgeting	5 hrs.
or		
ECO 642*	Public Finance	5 hrs.
or		
PAD 532**	Foundation of Health Care Finance	5 hrs.
PAD 578	Introduction to Public Policy	5 hrs.
or		
PAD 538**	Introduction to Health Care Administration and Policy	5 hrs.
PAD 610	Research Design in Public Administration	5 hrs.

* Courses crosslisted with the School of Business Courses.

** Required courses for Emphasis in Health Administration and Policy Program.

Concentrations

A. Concentration in Human Resources Management

(15 hours from the following courses):

PAD 542	Personnel Management I	5 hrs.
PAD 543	Personnel Management II	5 hrs.
PAD 545	Collective Bargaining and Labor	5 hrs.
or		
MGT 615*	Labor-Management Relations and Public Policy	5 hrs.
PAD 620	Administrative Law	5 hrs.
PAD 621	Legal Aspects of Public Personnel Relations in the Public Sector	5 hrs.
PAD 660	Issues in Public Human Resources Management	5 hrs.
PAD 665	Group Dynamics and Leadership	5 hrs.

B. Concentration in Fiscal Management

(15 hours of courses selected from the following):

PAD 531	Public Budgeting Theory and Practice	5 hrs.
or		
FIN 754*	Government Budgeting and Finance	5 hrs.
PAD 535	Non-Profit and Public Agency Accounting and Control Techniques	5 hrs.
PAD 563	State and Local Finance in the United States	5 hrs.
PAD 564	Financial Management Decisions in the Public Sector	5 hrs.
PAD 648	Seminar: Practicum in Public Budgeting	5 hrs.
PAD 649	Seminar: Practicum in Public Budgeting	5 hrs.
PAD 650	Computer Concepts and Applications for Management in the Public Sector	5 hrs.

C. Concentration in Policy Analysis and Evaluation

(15 hours of courses from the following):

PAD 509	The Presidency	5 hrs.
PAD 580	Public Policy	5 hrs.
PAD 581	Federalism/Intergovernmental Management	5 hrs.
PAD 582	Public Program Evaluation	5 hrs.
PAD 583	Seminar in Community Planning	5 hrs.
PAD 584	Health Care Delivery Organization	5 hrs.
PAD 586	Social Impact Assessment	5 hrs.
PAD 587	Presidential Policy-Making	5 hrs.
PAD 588	Technology and Public Policy	5 hrs.
PAD 611	Quantitative Analysis in Public Administration	5 hrs.
PAD 651	Directed Independent Policy Studies I	5 hrs.
PAD 652	Directed Independent Policy Studies II	5 hrs.

D. Concentration in General Management

PAD 620	Administrative Law	5 hrs.
PAD 582	Public Program Evaluation	5 hrs.

Five hours from the following courses:

PAD 509	The Presidency	5 hrs.
PAD 520	American Political and Administrative Systems	5 hrs.
PAD 531	Public Budgeting Theory and Practice	5 hrs.
PAD 542	Personnel Management I	5 hrs.
PAD 543	Personnel Management II	5 hrs.
PAD 545	Collective Bargaining and Labor	5 hrs.
PAD 665	Group Dynamics and Leadership	5 hrs.

E. Emphasis in Health Administration and Policy

(30 hours including 15 hours in Core identified above)

(15 hours from the following):

PAD 585	Health Care Delivery for Specialized Groups	5 hrs.
PAD 622	Legal Issues in Health Care Policy	5 hrs.

Five hours from the following courses:

PAD 579	Health Policy and Politics	5 hrs.
PAD 645	Financial Management of Health Organizations	5 hrs.

F. Concentration in Community and Economic Development

(20 hours from the following):

PAD 579	Non-Profit and Public Agency Accounting and Control Techniques	5 hrs.
PAD 563	State and Local Finance in the United States	5 hrs.
PAD 583	Seminar in Community Planning	5 hrs.
PAD 611	Quantitative Analysis in Public Administration	5 hrs.

G. Other required courses: (15 hours from the following):

PAD 601	Microcomputer Application for Public Administration	5 hrs.
PAD 670 or PAD 651/652	Internship (Pre-Service) Directed Independent Policy Studies I or II	5 hrs.
PAD 690	Action Report (Mini-Thesis)	5 hrs.

Admission to Candidacy

Students enrolled in the M.P.A. courses who intend to pursue the M.P.A. degree must file for, and be admitted into, candidacy upon completion of 35 quarter hours. Only 15 quarter hours of coursework in which the student earned B or better in non-degree and/or 15 quarter hours of coursework taken in provisional status may be counted toward candidacy.

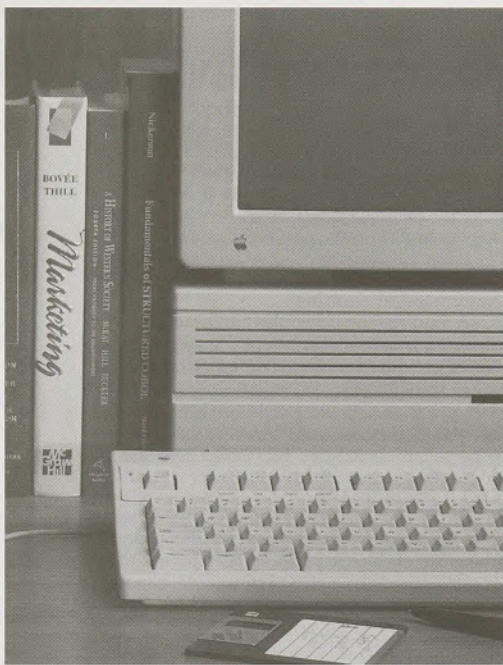
Comprehensive Examination

In partial fulfillment of the requirements for the M.P.A. degree, students are required to complete a comprehensive examination over the 33 quarter hour Core Course area. The comprehensive examination will be administered by the Department. Students are expected to apply to take the comprehensive examination the quarter before they wish to take it. A student may take the comprehensive examination once per quarter and for a maximum of three times before dismissal from the program.

Action Report

Students are expected to complete and orally defend an Action Report (Mini-Thesis) with a grade of not less than "B". This requirement will be completed in connection with enrollment in the course PAD 690 Action Report (5 quarter hours).

Special Requirements



Course Descriptions

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Accounting

ACC 604 5(5-0)
Auditing

Principles and problems of auditing financial statements with emphasis on GAAS, rules of conduct, code of ethics, internal control and the audit report.

ACC 605 5(5-0)
Automated Accounting

A study of the principles and practices of accounting through the use of the computer which provides for extensive study through the use of the computer. Extensive student use of data processing techniques for all levels of accounting.

ACC 606 5(5-0)
Cost Accounting II

Study of specialized areas of cost determination. Direct, differential, marginal costing and cost-price problems, performance measurement, operating and accounting controls. An introduction to cost accounting literature.

ACC 608 5(5-0)
Municipal Accounting

Fund theory and practice involved in budgeting, recording and reporting for state and local governments and not-for-profit institutions.

ACC 610 5(5-0)
Financial Accounting III

An in-depth study of the nature, conditions resulting in dissolution and procedure in liquidation of partnerships including installment liquidations and joint ventures. Accounting practice relative to installment sales and consignments.

ACC 611 5(5-0)
Financial Accounting IV

A study of various acceptable accounting practices for home office and branch operations; for business combinations—mergers and consolidations; for consolidated financial statements; and for foreign operations.

ACC 650 5(5-0)
Tax Accounting I

A study of income concepts as related to income tax laws, personal exemptions, deductions, gains and losses, depreciation and tax research. *Prerequisite:* ACC 302, MGT 304.

ACC 651 5(5-0)
Tax Accounting II

A study of inventory evaluation methods; accounting procedures under tax law; installment and deferred payment sales; tax law and computation for partnerships, corporations, estates and trusts; social security taxes; unemployment taxes; estate and gift taxes.

ACC 680 5(5-0)
Accounting Seminar

A study of early attempts to develop accounting theory and examination of accounting theory with emphasis on accounting objectives; a discussion of the concepts of cost, revenue, income, assets and equities. Oral and written reports will be the foundation of class discussions.

ACC 703 5(5-0)
Accounting Analysis for Decision Making

A study of accounting data and their uses with the goal of aiding management in the use of such data for decision making.

ACC 796 5(5-0)
Directed Study in Accounting

Special projects undertaken by MBA students under the direction of graduate faculty. *Prerequisite:* Consent of instructor.

Business Administration

BUS 160 5(5-0)
The Legal Environment of Business

Develop 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.

BUS 620 5(5-0)
Small Business Counseling

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

BUS 630 5(5-0)
Seminar in International Business

A seminar in current topics, issues and comparative analysis of international economics, finance, management, marketing and accounting.

BUS 790 5(5-0)
Business Policy

This capstone course, taken at or near the end of the student's program, utilizing a computerized business stimulation game, cases and lectures. Opportunities are afforded for application of interdisciplinary concepts to realistic business situations. Emphasis is on corporate strategy. Topics include environmental factors, governmental regulations, social responsibilities and the development of one's own management philosophy. *Prerequisite:* 35 quarter hours of graduate business administration courses.

Business Education

BED 510 5(5-0)
**Principles and Problems of
Business Education**

A foundation course for graduate students in business education and an orientation to business education for students in other areas; history, nature and purpose of business education; business education curricula and basic issues; materials and media in business; performance objectives; and evaluation of student achievement.

BED 537 5(5-0)
**Improvement of Instruction in Shorthand
and Transcription**

Improvement of instruction in shorthand and transcription toward the use of research findings in the field, the application of fundamental principles of the psychology of skill building to teaching these courses and the most effective utilization of the available resources and teaching materials. *Prerequisites:* Knowledge of shorthand and transcription.

BED 538 5(5-0)
**Improvement of Instruction in Bookkeeping
and Accounting**

Current practices and theories in the teaching of bookkeeping and accounting; curriculum implementation, course objectives, content and layout and equipment; review of accounting principles, concepts and controls. *Prerequisites:* Knowledge of bookkeeping and accounting principles.

BED 539 5(5-0)
Improvement of Instruction in Typewriting

Study of the development of methodology in the teaching of typewriting based on the findings of educational research and the contributions of pioneer thinkers; status of typewriting in the schools, enrollment trends and curriculum problems; course objectives, content, equipment and teaching materials, motivation, speed building, accuracy development; standards, evaluative criteria and testing and grading. *Prerequisites:* Knowledge of typewriting.

BED 540 5(5-0)
Improvement of Instruction in Office Practice

Study of the development of methodology in teaching office practice based on educational research and contribution of leaders; office procedures, tasks and functions assigned to secretarial, clerical and general office workers; objectives, content, equipment, reference and teaching materials and methods of evaluation. *Prerequisites:* Knowledge of typewriting.

BED 541 5(5-0)
Improvement of Instruction in Basic Business

Study of the philosophy and objectives of the basic business education curriculum. Current teaching strategies and methods, materials and aids appropriate for use in these courses and implications of current research for instruction and curriculum development in basic business and free enterprise education.

BED 545 5(5-0)
Introduction to Data Processing

Importance and function of data processing in business, government and education; employment opportunities in data processing in terms of the D.O.T. classification; common language media, unit record equipment, integration of adding and calculating machines with data processing equipment and basic principles and types of computers.

BED 546 5(5-0)
Curriculum Construction in Business Education

Theory of the process of curriculum planning, factors which influence curriculum construction, analysis of the competencies and standards which must be achieved in business education and specialized curricula designed to produce vocational competency in major areas of office employment.

BED 547 5(5-0)
Improvement of Instruction in Business Communications

Preparation for teaching, including the content, methods, activities and evaluation of business communications; development of teaching plans and materials.

BED 550 5(5-0)
History and Philosophy of Vocational Education

Inquiry into the history and philosophy of vocational business education; legislation, occupational areas, selected issues, philosophical postures and trends.

ECO 505 5(5-0)
Contemporary Economic Problems

An intensive survey of the structure and operation of the present-day American economic system; designed for social science and business education public school teachers. Not allowed as coursework for business administration students.

ECO 506 5(5-0)
Consumer Economic Problems

A highly integrated approach to relate personal economic decision-making to the total economy; special emphasis on analysis, interpretation and application of economic principles in the solution of consumer and societal problems; designed for social science and business education public school teachers. Not allowed as coursework for business administration students.

ECO 507 5(5-0)
Microcomputer Application for Teaching Economic Concepts

An intensive survey of basic economic concepts coupled with the techniques of using the microcomputer in teaching; includes instruction in writing a computer program and implementing the use of the computer in teaching economic concepts. Activities include preparing teaching material (diskettes) for classroom use.

Criminal Justice

CRJ 510 5(5-0)
Foundations of Criminal Justice

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

CRJ 520 5(5-0)
Fundamentals of Law

A study of substantive constitutional law as it impacts police, prosecution, corrections and the juvenile justice system.

CRJ 530 5(5-0)
Philosophy of Criminal Justice

A philosophical examination of the ethical aspects of criminal justice: the nature of law and punishment, the conflict between due process and crime control models of the criminal justice system.

CRJ 540 5(5-0)
Organization and Administration in Criminal Justice

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

CRJ 560 5(5-0)
Research Methodology in Criminal Justice

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

CRJ 561 5(5-0)
Research Statistics in Criminal Justice

An examination of parametric and nonparametric statistical methods, inferential statistics, tests of significance and hypothesis testing are examined. *Prerequisite:* CRJ 560.

CRJ 610 5(5-0)
Policing in a Democratic Society

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.

CRJ 611 5(5-0)
The Social Service Role of Criminal Justice Personnel

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

CRJ 612 5(5-0)
Law Enforcement Operations

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.

CRJ 620 5(5-0)
Management Science

A study of policy implementation procedures in criminal justice and management strategies to include: decision-making, communication, personnel and budgetary processes.

CRJ 621 5(5-0)
Law Enforcement Planning

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

CRJ 640 5(5-0)
Foundations of Corrections

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

CRJ 641 5(5-0)
Administration of Psychological Tests

Supervised training in the administration, scoring and interpretation of tests of intelligence, aptitude, interest and personality. *Prerequisite:* CRJ 560, 561.

CRJ 643 5(5-0)
Rehabilitation and Treatment

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.

CRJ 644 5(5-0)
Management of Correctional Institutions

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

CRJ 670 5(5-0)
Advanced Criminology

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

CRJ 671 5(5-0)

Comparative Criminal Justice Systems

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

CRJ 672 5(5-0)

Typologies of Crime and Criminal Behavior

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

CRJ 673 5(5-0)

Advanced Research Design

A study of the principles of quantitative and qualitative research methodologies utilized in criminal justice. *Prerequisite:* CRJ 560, 561.

CRJ 674 5(5-0)

Applied Research Methods

Independent research performed by students in the real world. The purpose of the course is to apply principles, theories and procedures to an actual research problem. *Prerequisite:* CRJ 560, 561.

CRJ 685 (1 to 10 quarter hours)

Graduate Seminars

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

CRJ 690 (5 to 10 quarter hours)

Internship

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

CRJ 700 5(5-0)

Thesis Seminar

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

CRJ 701 5(5-0)

Thesis

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

Curriculum

EDU 538 5(5-0)

Curriculum Planning

(Repeatable in different areas)

Principles of curriculum planning and development are applied to the specific subtitled area.

EDU 540 5(5-0)

Curriculum Principles

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.

MGE 541 5(5-0)

Nature and Curriculum Needs of the Middle Grade Student

This course provides the practitioner and/or theorist with a thorough analysis of the nature and curriculum needs of middle grade students, including program rationale, goals, curriculum development principles, organizational patterns and instructional alternatives.

Early Childhood Education

ECE 500 5(4-2)

Early Childhood Development

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.

ECE 509 5(5-0)

Theories, Design and Program Development in Early Childhood Education

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, methods of teaching and supporting auxiliaries.

ECE 512 5(4-2)

Cultural Diversity in Early Childhood Education

Educational programs for young children with varied cultural and socio-economic backgrounds. Opportunities will be provided for analysis and evaluation of these programs through selected field experiences.

ECE 514 5(4-2)

Organization and Administration of Nursery Schools and Kindergartens

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

ECE 516 5(4-2)

Curriculum Procedures and Materials for Early Childhood Education

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

ECE 518 5(5-0)

Issues in Early Childhood Education

This course will focus on current 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.

ECE 520 5(5-0)

Language Development of Young Children

Focuses on the study of the nature of language development and processing from infancy to 9. 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.

ECE 525 5(5-0)

Mathematical Experiences for Young Children

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

ECE 527 5(5-0)

Science Experiences for Young Children

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

ECE 530 5(5-0)

Communicative Arts in Early Childhood Education

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

ECE 535	5(5-0)	ECE 560	5(4-2)
Reading in Early Childhood Education		Counseling in Early Childhood Education	
Focuses on the teacher's task in early childhood. Special attention to current approaches and such aspects as introduction to language symbols in the pre-school and the first grade, readiness, motivation and individual differences. The course includes relevant theory and practical application of basic skills. Students will work with materials and techniques on various levels.		Addresses a dual emphasis on understanding the theoretical basis of counseling and on learning skills involved in helping relationships with young children. Selected reading in counseling theory and practices discussed. As part of the skill-building process, students tape counseling for presentation in class.	
ECE 541	5(5-0)	ECE 565	5(4-2)
Health and Physical Education for Young Children		Diagnosis and Remediation	
Advanced course which investigates the importance of functional movement in early childhood. Physical activities appropriate for young children will be planned and implemented. Experiences in movement education and nutrition will also be provided.		Focuses on basic concepts in identifying and correcting student difficulties in the areas of math and reading. Techniques and procedures will be presented and practiced through actual tutoring of young children. Laboratory experiences are required and will be arranged.	
ECE 545	5(5-0)	ECE 570	5(4-2)
Infant Education		Theories of Play	
Theories and research in infant education. Emphasis will be placed on development during the first three years with intensive observation of prenatal and postnatal development. Observation and participation with infants required. <i>Prerequisites:</i> Advanced child growth and development.		Analyzes the role of play in the cognitive, effective and social development of children-play and creativity. Emphasis is on the increased understanding of the personal and educational significance of children's behavior at play. Field observation and analysis is required.	
ECE 550	5(4-2)	ECE 575	5(5-0)
Social Studies in Early Childhood Education		Parent Involvement in the Early Years	
Innovative techniques for teaching of social studies. Curriculum, methods and techniques will be analyzed and evaluated in view of current research and practices. Field experiences to include field testing social studies projects.		A careful investigation of strategies to involve parents in varied early childhood programs. Emphasizes exploring the theoretical and practical issues associated with parental participation in early childhood education.	
ECE 555	5(4-2)	ECE 580	5(5-0)
Creative Experiences in Early Childhood Education		Tests and Measurements in Early Childhood Education	
Emphasizes a team teaching approach to the study of the creative process by use of selected topics of creative experiences in the living and learning of children. Emphasis is also on the philosophy, techniques and problems of providing creative experiences for young children. Field laboratory experiences will be provided.		Provides an introduction and analysis of major assessment instruments in the early childhood curriculum. Active involvement in constructing valid diagnostic teacher-made assessment tools will be required.	
		ECE 581	5(5-0)
		Evaluation of Research in Early Childhood Education	
		Examines significant recent research in early childhood to enable students to gain an understanding of the conceptual and methodological basis of research. Students will be expected to gain competence in the analysis and interpretation of research. <i>Prerequisite:</i> ECE 580.	

Economics

ECO 642 5(5-0)
Public Finance

Principles of taxation, American tax practice, public borrowing and fiscal administration.
Prerequisite: Principles of Economics.

ECO 661 5(5-0)
International Trade and Finance

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

ECO 667 5(5-0)
Introduction to Econometrics

The mathematical formulation of economic theories. The use of statistical procedures to measure the theoretical relationships and to verify or reject such theories. *Prerequisite:* ECO 302.

ECO 701 5(5-0)
Microeconomic Theory and Practice

A study of efficient allocation of resources by the firm. The application of several decision-making tools will be stressed. This course assumes that the student has a basic knowledge of elementary statistics and quantitative analysis.

ECO 702 5(5-0)
Macroeconomic Theory

An analysis of the national income accounts; the determination of income, employment, interest rates and the price level and macro-economic goals and stabilization policies designed to achieve those goals. *Prerequisite:* Principles of Economics.

ECO 704 5(5-0)
Monetary Theory and Policy

The study of the financial system in a modern economy and the use of monetary policy as a tool of economic stabilization.
Prerequisite: ECO 702.

ECO 775 5(5-0)
Managerial Economics

Advanced analysis of rational decision-making in a managerial context. *Prerequisite:* ECO 701.

ECO 786 5(5-0)

Labor Economics

An historical, theoretical and pragmatic approach to the nature of organized labor and the relationships between labor and management.

ECO 789 5(5-0)

Directed Study in Economics

Directed research or readings in economics.

Education

EDU 528 5(5-0)

Teaching Composition in Secondary School

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

Educational Administration and Supervision

EAS 501 5(5-0)

Introduction to Organizational Leadership

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.

EAS 515 5(5-0)

Curriculum and Instruction for Administration and Supervision

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

EAS 521	5(5-0)	EAS 573	5(5-0)
Directed Studies in Educational Administration and Supervision		School Personnel Administration	
An intensive study of selected issues, models, paradigms, theories and other readings in educational administration and supervision. <i>Prerequisite:</i> Consent of advisor.		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.	
EAS 526	5(5-0)	EAS 600	5(5-0)
Theories of Educational Administration		Concepts and Practices of Educational Administration and Supervision	
A study of basic theories of organization and administration of public education. <i>Prerequisite:</i> EAS 501.		A study of the functions of the educational administrator (supervisor) using simulated materials and case studies.	
EAS 533	5(5-0)	EAS 643	5(5-0)
School Law		Issues and Theories of Supervision	
A study of the legal structure of public education rights and responsibilities of school personnel; rights of parents and students are related topics. Emphasis is on study and analysis of constitutional and statutory proscription and prescription; includes study of pertinent court cases.		A study of supervisory behavior and responsibilities. Considers trends and issues in system supervision.	
EAS 541	5(5-0)	EAS 648	5(5-0)
Educational Supervision		Economics of Education	
A study of forces affecting supervision in today's school. An introductory overview of the field of supervision in public schools.		An analysis of the economics of education and the effects of education on the economy. Revenue, expenditure, indebtedness and fiscal problems are treated from a theoretical frame of reference with application to the tri-level system of government.	
EAS 565	5(5-0)	EAS 651	5(5-0)
The Principal		Educational Facilities Planning	
The role of the principal in a changing society is investigated from an open system perspective. His/her role as a catalyst is studied for engendering new curricula, techniques and organizational and administrative practices.		A study of methods and procedures for writing educational specifications and related areas of educational planning. Consideration is given to controlling learning environments, adding flexibility, selecting furniture and selecting and maintaining equipment.	
EAS 568	5(5-0)	EAS 670	5(5-0)
Field Experiences in Educational Administration		School Finance	
The field experiences will include 100 hours of classroom experiences in the 12 major areas of school administration as outlined in the Internship Handbook. Each student will prepare an experience notebook reflecting all experiences.		A study of theories of financing public elementary and secondary schools with special attention to the Georgia model. Basic overview of taxation and bond issues.	
EAS 570	5(5-0)	EAS 675	5(5-0)
School Business Management		Review of Literature in Administration	
A study of business procedures and functions involved in managing school finance, including staff, staff utilization, salary scheduling, taking inventories, accounting and the budgetary process.		A critical review and evaluation of research and writings in the field of educational administration.	

EAS 678	5(5-0)	EAS 711	5(5-0)
Review of Literature in Supervision		Software Systems in Educational Administration	
A critical review and evaluation of research and writings in the field of educational supervision.		A study of administrative computer software currently used in Georgia school systems, including 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 will be covered.	
EAS 681	5(5-0)	EAS 725	5(5-0)
Recent Trends in Supervision		Instructional Supervision	
A review of recent trends in supervision. The identification of problems arising in the practice of supervision as well as the evaluation procedures in today's schools.		From the context of a school building, this course considers techniques of helping teachers improve instructional outcomes. Includes teacher-supervisor relationship, teacher motivation and evaluation and trends in supervision.	
EAS 685	5(5-0)	EAS 733	5(5-0)
School and Community Relations		Educational Policy	
A study of school-community relations and its impact on the school operation. Emphasis is on the influence of the social forces on the school.		A study of the process of policy development at the local and state levels and the influences of social, economic and political factors.	
EAS 700	5(5-0)	EAS 740	5(5-0)
Advanced Personnel Administration		Urban Life and Educational Leadership	
Students focus on problems of need analysis, recruitment, policy development, evaluation, certification and welfare of instructional personnel.		Designed to study living conditions of children in diverse communities and the problems of teacher, child and family motivation.	
EAS 701	5(5-0)	EAS 760	5(5-0)
The Principal		Administration and Supervision of Special Education	
An intense study of the research literature on the principalship. A consideration of responsibilities, roles and styles with special emphasis on the instructional leadership of the principal.		Designed to develop specialized skills required to organize, equip, staff, supervise and manage programs for exceptional children.	
EAS 709	5(5-0)	EAS 768	5(5-0)
Field Experiences in Educational Administration		Field Experience in Supervision	
Planned research experiences of at least 120 clock hours of administration and/or instructional leadership in an elementary or secondary school or central office under a practicing administrator or supervisor. Written report and oral defense required. <i>Prerequisite:</i> Prior advisor approval.		Supervised experience under a practicing supervisor. Experience is confined to one instructional area and includes at least 100 clock hours in elementary or secondary schools.	
EAS 710	5(5-0)	EAS 781	5(5-0)
The Superintendent		Seminar in Educational Leadership	
Intensive study of the research literature on the superintendency. Executive leadership responsibilities, roles and styles with inferences on superintendent/school board relationship are considered.		A study of selected problems and issues in administration and supervision.	

EAS 785 5(5-0)
Improvement of Instruction

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

EAS 790 5(5-0)
Field Experience in Supervising Programs for Exceptional Children

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

EAS 799 5(5-0)
Thesis in Educational Administration & Supervision

Students will be guided by advisors in selecting a scholarly project, developing a proposed plan of completion and writing the thesis. Topic and proposal must be approved by the advisor. *Prerequisite:* Advisor approval.

English Education

ENG 500 5(5-0)
Bibliography and Research Methods

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

ENG 501 5(5-0)
Restoration and Eighteenth Century Literature

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

ENG 502 5(5-0)
Romanticism

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

ENG 504 5(5-0)
History of the English Language

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

ENG 506 5(5-0)
Literature of the Seventeenth Century

Literary tendencies and thought of the period with emphasis on the production of Donne, Jonson, Bacon, Herbert, Marvell and Milton.

ENG 507 5(5-0)
American Fiction

Development of American fiction. Various major novelists, writers of short stories and periods may be emphasized.

ENG 508 5(5-0)
Literary Criticism

Origin and development of the basic principles of literary theory.

ENG 510 5(5-0)
Shakespeare

Representative tragedies, comedies and history plays and the major critical problems in these works.

ENG 532 5(5-0)
Tudor Poetry and Prose

Critical study of the works of major figures including More, Wyatt, Surrey and Sidney.

ENG 603 5(5-0)
Victorian Poetry and Prose

Major authors including Tennyson, Browning, Arnold, Carlyle and Ruskin. General social and cultural background will also be treated.

ENG 605 5(5-0)
Victorian Fiction

Critical examination of works by the major Victorian novelists including Dickens, Trollope and Eliot.

ENG 606 5(5-0)
Chaucer

The major works of Chaucer, with some attention given to his language and historical background of the age.

ENG 609	5(5-0)	ENG 685	5(5-0)
Introduction to Linguistics		Southern Literature	
Introduction to the principles of linguistic theory and analysis. Fundamentals of major approaches to the study of phonology, morphology and syntax.		Study of important writers in the literature of the South.	
ENG 612	5(5-0)	ENG 686	5(5-0)
Advanced Grammar and Syntax		Modern American Fiction	
Study of modern English grammar; especially recommended for teachers.		Major trends in the development of the American novel with intensive study on one of two novelists of the twentieth century.	
ENG 615	5(5-0)	ENG 689	5(5-0)
Advanced Exposition		Major American Writers	
Techniques of exposition, including structures, research methodology and rhetorical principles.		Intensive study of one or more of the following authors: Emerson, Thoreau, Poe, Hawthorne, Melville, Whitman, Dickinson, Twain, Crane, Henry James, O'Neill, Hemingway, Faulkner, Williams and Stevens.	
ENG 621	5(5-0)	ENG 690	5(5-0)
Old English Literature		Afro-American Literature	
Study of works from the earliest period of English literature with emphasis on Beowulf. Some attention will be given to the Old English language.		A survey of Afro-American writings from the eighteenth century through the twentieth century with emphasis on major writers and literary and cultural traditions.	
ENG 650	5(5-0)	ENG 692	5(5-0)
Modern Drama		Afro-American Novel	
Major trends in modern drama with readings in English, American and European dramatists.		Critical and interpretive study of fiction by Afro-American novelists of the twentieth century.	
ENG 670	5(5-0)	ENG 694	5(5-0)
Modern British Literature		Afro-American Drama	
Major works of the twentieth century with emphasis on either fiction or poetry.		A study of the developments in dramas by Afro-Americans since 1900, including influences and counter-influences.	
ENG 680	5(5-0)	ENG 696	5(5-0)
American Poetry		Contemporary Literature	
Development of American poetry. Various major poets and periods may be studied.		Major writers and trends of world literature in English since World War II including the literary genius of western and non-western cultures.	
ENG 681	5(5-0)	ENG 685	5(5-0)
Early American Literature		American Romanticism	
Writings from the seventeenth and eighteenth centuries. Attention also given to historical background.		Prose and poetry of such key figures as Hawthorne, Melville, Poe, Emerson, Thoreau and Whitman.	
ENG 683	5(5-0)	ENG 684	5(5-0)
American Realism and Naturalism		American Realism and Naturalism	
Important writers of the period 1865-1914 including Twain, James, Howells and Crane.		Important writers of the period 1865-1914 including Twain, James, Howells and Crane.	

Finance

FIN 660	5(5-0)
Commercial Banking	
A study of the administration and operation of commercial banks, including organization structure and asset and liability management.	

FIN 735 5(5-0)

Financial Management

A review of the function of the financial manager in the areas of financial planning and control, raising funds and investing funds. Topics include capital budgeting, financial analysis, short and long-term financing and corporate finance. *Prerequisite:* MGT 403 or consent of instructor.

FIN 740 5(5-0)

Cases in Financial Management

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:* FIN 735.

FIN 742 5(5-0)

Capital Budgeting

Analysis and financing of investment projects with special emphasis on capital budgeting techniques, the cost of capital and risk. *Prerequisite:* FIN 735.

FIN 752 5(5-0)

Investment Analysis

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. *Prerequisite:* FIN 735.

FIN 754 5(5-0)

Governmental Budgeting and Finance

An analysis of financial management and budgeting procedures applied to federal, state and local governments. *Prerequisite:* FIN 735.

FIN 761 5(5-0)

Financial Intermediaries

An analysis of the economics of financial institutions and markets. This course draws upon the application of theoretical models: (1) financial decision making and (2) the behavior of financial institutions. *Prerequisite:* FIN 735.

FIN 796 5(5-0)

Directed Study in Finance

Directed research and/or reading in finance.

Health and Physical Education

PED 520 5(5-0)

Foundations and Trends in Physical Education

Study of the historical, psychological, sociological, anatomical and physiological foundations of education as they relate to physical education and program design.

PED 522 5(5-0)

Cultural Aspects of Sports

Study of the social nature of sports and its relationships to leisure and culture.

PED 527 5(5-0)

Motor Learning

Study of the laws of learning as they relate to the acquisition of motor skills.

PED 528 5(5-0)

Psychology of Physical Activity

An analysis of psychological principles underlying the teaching and performance of sport and physical activity.

PED 532 5(5-0)

Environmental Health Aspects

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

PED 536 5(5-0)

Facilities and Equipment

Study in the planning, equipping and utilization of facilities.

PED 541 5(5-0)

Health and Physical Education for the Young Child

Advanced course which investigates the importance of functional movement in early childhood. Experiences in movement education and health-oriented topics will be provided.

PED 550 5(5-0)
Physiology of Fitness

Study of the effects of muscular activity, work energy, mechanical efficiency, fatigue and training, and physiological tests of fitness.

PED 551 5(5-0)
Mechanical Analysis of Human Motion

Study of the anatomical and mechanical fundamentals of human motion with special application to physical education activities.

PED 555 5(5-0)
Measurement in Physical Education

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.

PED 565 5(5-0)
Physical Education and the Handicapped Child

Study of motor pattern development for individuals demonstrating specific handicaps including neurological, visual, auditory, speech and orthopedic deviations.

PED 578 5(5-0)
Health Concepts

Study of problems and issues directly relating to school and community health.

PED 579 5(5-0)
Sex Education

Study of problems and issues directly relating to the physical, emotional and behavioral aspects of sex.

PED 580 5(5-0)
Drug Education

Study of the problems and issues directly relating to the use and abuse of drugs in our society.

PED 581 1-10
Directed Reading and Research in Physical Education

Designed to assist the student in exploring specific areas of interest.

PED 583 5(5-0)
Research Design

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

PED 596 5(5-0)
Seminar I (Analysis)

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.

PED 599 1-10
Master's Thesis

Independent research done by the student in lieu of 1-10 content quarter hours.

Management

MGT 610 5(5-0)
Introduction to Public Administration

An introduction to the study of the administrative processes in American government with special emphasis on the role of the administrative agencies and the relationship of these to three branches of government. *Prerequisite:* Consent of instructor.

MGT 615 5(5-0)
Labor Management Relations

This course examines the role of negotiations and conflict management in the employee relations process within organizations.

MGT 641 5(5-0)
Data Base Management of Business Systems

Review of I/O device, file operations, accessing, merging, sorting, updating and maintenance. Design of effective data base for managerial decisions.

MGT 642 5(5-0)
Analysis and Design of Business Systems

Introduction to general systems theory, its historical development and application, methods of configuration studies, feasibility studies and trade-off analysis phases in development of large scale man-machine systems.

MGT 700 5(5-0)
Personnel Administration

A study of the basis function of human resource management; their interrelationship and impact on individual group and organizational effectiveness. The course will focus on the case study techniques in which students will learn principles, policies and practices related to the procurement, development, maintenance and utilization of human resources.

MGT 709 5(5-0)
Management Information Systems

A study of computer-based management information systems, emphasizing planning, design and implementation of information system of management decision-making.

MGT 730 5(5-0)
Production Management

Application of management principles to the industrial situation, including an introduction to production control, quality control, work measurement and analytical management control tools. Simulation techniques, cases and field trips are used to attain realism and experience.

MGT 763 5(5-0)
Organizational Behavior

Beginning with fundamental concepts of individual behavior, this course broadens into interpersonal dynamics of successively larger groups. Traditional formal organization theory is contrasted with and supplemented by current behavioral science research findings. A conceptual and empirical understanding of the structure and function of human behavior in organizations.

MGT 764 5(5-0)
Decision Science

This course introduces the student to the major quantitative techniques used in management decision-making. Topics include deterministic and probabilistic models, decision theory, game theory, linear programming, simulation, dynamic programming and advanced applications of statistics. Optimum use is made of computer facilities and existing programs through remote access terminals.

MGT 765 5(5-0)
Advanced Decision Science

A continuation of MGT 764, this course allows further development skills in the quantitative approach to management decision-making.

MGT 783 5(5-0)
Seminar in Public Administration

Utilizing team teaching and outside speakers, the seminar is designed to provide an overview of current issues in public administration and public policy analysis. *Prerequisite:* MGT 610.

MGT 791 5(5-0)
Entrepreneurship

This is an interdisciplinary seminar designed to encourage entrepreneurship. The course utilizes business games, field trips, outside speakers and term projects.

MGT 797 5(5-0)
Directed Study in Management
Directed research or readings in management.

Marketing

MKT 662 5(5-0)
Marketing and Behavioral Sciences

Motives, attitudes and expectations of consumers and businessmen that contribute to the understanding of the marketing process.

MKT 668 5(5-0)
International Marketing

The study of marketing and international business from a broad conceptual viewpoint, incorporating the market concept into the framework of the world market place. The student is assumed to have a fundamental understanding of marketing principles. Therefore, the course attempts to concentrate on these aspects of marketing which are unique to international business. *Prerequisite:* Undergraduate principles of marketing.

MGT 675 5(5-0)
Marketing of Services

Designed to highlight the difference between product marketing and the marketing of services and to provide students who are interested in pursuing a career 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.

MKT 705 5(5-0)
Marketing Management

A comprehensive study of basic marketing concepts and practices, with emphasis on dialogue concerning controversial marketing issues (such as social, ethical, international, economic and legal environment), leading to evaluative criteria of marketing performance in the American economy utilizing the case method.

Prerequisite: Graduate standing.

MKT 707 5(5-0)
Management of the Marketing Function

An advanced case course dealing with a wide range of strategic problems faced by the marketing manager. Emphasis is placed upon concepts, techniques and the application of decision-making tools in the formation of marketing strategy. *Prerequisite:* MKT 705.

MKT 765 5(5-0)
Marketing Research Methodology

To acquaint students with research methods available for use in the systematic and objective research for an analysis of information relevant to the identification and solution of problems in the field of marketing. Emphasis will be placed on understanding the methodology currently available in the field and how and when it should be used. *Prerequisite:* MKT 705.

MKT 798 5(5-0)
Directed Study in Marketing
Directed research or readings in marketing.

Mathematics Education

MTH 501* 5(5-0)
Foundations of Arithmetic for Teachers I

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

MTH 502* 5(5-0)
Foundations of Arithmetic for Teachers II

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

MTH 503 5(5-0)
Geometry for Teachers

Points, lines, planes, parallel and perpendicular lines, congruence, similarity, measurement, constructions, space figures, analytical geometry and non-Euclidean geometries.

Prerequisite: MTH 501 or consent of instructor.

MTH 504 5(5-0)
Algebraic Structures for Teachers

Elementary study of the properties of groups, integral domains and fields.

Prerequisite: MTH 501 or consent of instructor.

MTH 505 5(5-0)
Probability and Statistics for Teachers

Probability, gathering and recording data, construction and use of tables, tabulating and graphing percentiles, mean and standard deviation, frequency distributions, normal distribution and statistical inference correlation.

Prerequisite: MTH 501 or consent of instructor.

MTH 507 5(5-0)
Computer BASIC

A general computer awareness course that includes a study of LOGO, introduction to BASIC, flow charting and field trips.

MTH 509	5(5-0)	MTH 547-548	5(5-0) ea.
Programming in BASIC for Teachers		Methods of Statistical Inference I and II	
A course in BASIC programming using microcomputers; includes programming in BASIC, flow charting, elementary machine codes, graphics and text files. <i>Prerequisite:</i> MTH 507 or consent of instructor.		Estimation and inference using basic probability distributions, analysis of variance, analysis of covariance, regression, correlation and basic experimental design. <i>Prerequisite:</i> A previous course in statistics.	
MTH 510	5(5-0)	MTH 550	5(5-0)
Computer-Oriented Mathematics		Theory of Numbers	
Introduction to flow diagrams and an algorithmic programming language. Calculus, probability, statistics, number theory, numerical analysis and algebra problems solved using the computer.		Properties of integers, divisibility, congruence of numbers. Lagrange's theorem, residues and Diophantine equations.	
MTH 511	5(5-0)	MTH 553	5(5-0)
The Real Number System		Introduction to Operations Research	
Construction of the real number system followed by a study of the important properties of the system.		Linear programming, the simplex method, network theory, game theory, Markov analysis; other topics including inventory analysis and queuing theory.	
MTH 512	5(5-0)	MTH 555	5(5-0)
Fundamental Concepts of Analysis		Numerical Analysis	
A unified perspective to the concepts of function, limit, continuity and derivative by studying them in various settings including vector-valued functions, complex functions and sequences of real-valued functions of a real variable.		Nature of error, Gaussian elimination for linear systems; iteration, Newton's method, steepest descent for nonlinear systems, zeros of polynomials and interpolation.	
MTH 520	5(5-0)	MTH 565	5(5-0)
Linear Algebra		Partial Differential Equations	
Vector spaces and linear transformations; other topics include equations, matrices, determinants, characteristic values, the special theorem, linear functions and dual space.		First-order equations, classification of linear second-degree equations, separation of variables, Fourier series and orthogonal functions. <i>Prerequisite:</i> A course in ordinary differential equations.	
MTH 521-522	5(5-0) ea.	MTH 571	5(5-0)
Modern Algebra I and II		Modern Geometry	
Integers, rational numbers, real numbers, complex numbers, group theory, rings, integral domains and fields; polynomials over a field; matrices over a field; and algebraic numbers and ideals. <i>Prerequisite:</i> MTH 520.		Euclidean and non-Euclidean geometry, including incidence, order and the parallel postulate.	
MTH 535	5(5-0)	MTH 572	5(5-0)
Complex Analysis		College Geometry	
Complex numbers, analytic functions, complex series, Cauchy theory, residue calculus and conformal mappings.		An algebraic approach to geometry using vectors and transformations. For secondary teachers. <i>Prerequisite:</i> MTH 520.	
		MTH 598	5(5-0)
		History of Mathematics	
		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.	

MTH 643 5(5-0)
Introduction to Point Set Topology
Set theory, general topological spaces, product spaces, sequences, compactness, connectedness, metric spaces and Tychonoff theorem.
Prerequisite: MTH 512 or consent of instructor.

MTH 661-662 5(5-0) ea.
Analysis I and II
Functions of several variables: elements of point set theory, sequences, series, continuity, limits, differentiation and integration.
Prerequisite: MTH 512.

MTH 670 5(5-0)
Special Topics in the Mathematical Sciences
An exploration of special topics of current interest in the mathematical sciences.
Prerequisite: Consent of instructor.

*Required unless previously fulfilled.

Middle Grades Education

ART 501 5(5-0)
Art Education for Children
Materials, methods and curricula for an elementary art program. Emphasis on developing procedures and understanding of media for use in the instruction of children at the elementary level.

EDU 513 5(5-0)
Language Study for Middle Childhood
Focuses on elements of language study appropriate to middle childhood including the history and nature of language, the grammars of English, dialects, usage, study skills, spelling and handwriting.

EDU 524 5(5-0)
Methods and Materials in Teaching English
Instructional procedures, student activities, materials and evaluation of English in the middle and secondary schools.

EDU 528 5(5-0)
Teaching Composition in Secondary School
Curriculum, methods and materials for teaching composition in secondary schools, including the theories, approaches, techniques and procedures from prewriting through evaluation.

EDU 531 5(5-0)
Mathematics Concepts in Secondary School
Current problems in teaching mathematics in the secondary school with emphasis on defining objectives, analyzing content and individualized instruction.

EDU 533 5(5-0)
Methods and Materials in Teaching Secondary School Mathematics
Study of methods, materials and strategies for teaching mathematics; evaluative processes and current problems in mathematics education.

EDU 563 5(5-0)
Science in the School Curriculum
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 applications to current school problems.

EDU 570 5(5-0)
Strategies of Instruction in Science
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.

EDU 587 5(5-0)
Introduction to Teacher Support Services
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 profession personnel. *Prerequisite:* Consent of instructor.

EDU 588	5(1-9)	MDE 530	5(5-0)
Internship in Supervision of Student Teaching		Selection and Utilization of Educational Media	
Application of the theories and practices introduced in EDU 587. <i>Prerequisite:</i> Must be assigned to supervise a student teacher, intern or beginning teacher.		Designed to meet the needs of experienced educators to improve competencies needed to select, utilize, evaluate and modify the wide range of educational media.	
ENG 514	5(5-0)	MGE 520	5(5-0)
Literature for Middle Childhood		Language Arts Concepts for Middle Childhood	
Wide reading and critique of literature for middle grades youth; the middle grades literature curriculum will be covered in this course.		Focuses on the language arts instructional program for early adolescent students.	
ENG 515	5(5-0)	MGE 530	5(5-0)
Adolescent Literature		Mathematics Concepts for Middle Childhood Education	
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.		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.	
ENG 523	5(5-0)	MGE 532	5(5-0)
Oral and Written Composition for Middle Childhood		Methods and Materials of Teaching Middle Grades Mathematics	
Focuses on the transactional elements of language including vocabulary and semantics, listening, speaking, written composition and the mechanics of written language.		Instructional materials and evaluation in teaching mathematics in the elementary school.	
ENG 615	5(5-0)	MGE 534	5(5-0)
Advanced Composition for Teachers		Topics in School Mathematics Curriculum	
Techniques of exposition, including expository structures, research methodology and rhetorical principles.		In-depth study of one or two topics which are included in the school mathematics curriculum. May be repeated for credit when topics change.	
MDE 500	5(5-0)	MGE 535	5(5-0)
Introduction to the Selection of Print and Non-Print Materials		Topics in Middle Childhood Mathematics	
Introduction to the selection process, the student will develop selection criteria for many types of materials and will evaluate selection services.		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.	
MDE 510	5(5-0)	MGE 572	5(5-0)
Production of Educational Media		Methods and Materials of Teaching Science	
Design and production of instructional materials. Design and application are related to current theories of communication.		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.	

MGE 581 5(5-0)
Methods and Materials in Teaching Social Studies

Instructional procedures, materials and evaluation in teaching social sciences.

MTH 509 5(5-0)
Programming in BASIC for Teachers

A course in BASIC programming using microcomputers; includes programming in BASIC, flow charting, elementary machine codes, graphics and text files. *Prerequisite:* MTH 507 or consent of instructor.

RDE 503 5(5-0)
Improving Reading Instruction for the Middle School Reading Program

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.

RDE 505 5(5-0)
Improving Reading Instruction in the Content Areas

A course designed to acquaint secondary school teachers with instructional strategies and materials for implementing reading instruction through subject-matter courses.

RDE 555 5(5-0)
Diagnosis of Reading Difficulties

A course designed to analyze the causes of reading problems as well as provide knowledge in the principles of diagnosis and remediation, with major emphasis on formal and informal assessment techniques. *Prerequisites:* RDE 502 and RDE 504.

SSI 580 5(5-0)
Social Studies Concepts and Issues

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.

SSI 582 5(5-0)
Young Child and His/Her Culture

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.

SSI 583 5(5-0)
Social Studies for Global Understanding

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.

SSI 584 5(5-0)
Concepts and Problems in Law-Related Education

Presentation of information to assist students in teaching the following law-related areas: criminal justice; crime resistance; consumer, family, juvenile and school law.

Modern Languages

FRN 501 5(5-0)
French Grammar I

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

FRN 503 5(5-0)
French Conversation I

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

MDL 541 5(5-0)
Methods of Teaching Foreign Language in the Elementary School

This course emphasizes methods, principles and practices of teaching foreign language in the elementary school, with classroom practices in all phases of the target language and evaluation of teaching materials.

SPN 505 5(5-0)
Spanish Grammar I

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

SPN 507 5(5-0)
Spanish Conversation I

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

Music Education

MUS 500 1(1-0)
Graduate Secondary Applied Instrument or Voice

One-half hour lecture/laboratory a week.
Prerequisite: Consent of instructor. Elective instruction in applied music.

MUS 501 3(3-0)
Piano Class

Techniques and materials for advanced group study of instruments or voice.

MUS 502 3(3-0)
Wind Class

Techniques and materials for advanced group study of instruments or voice.

MUS 503 3(3-0)
Brass Class

Techniques and materials for advanced group study of instruments or voice.

MUS 504 3(3-0)
String Class

Techniques and materials for advanced group study of instruments or voice.

MUS 505 3(3-0)
Percussion Class

Techniques and materials for advanced group study of instruments or voice.

MUS 506 3(3-0)
Voice Class

Techniques and materials for advanced group study of instruments or voice.

MUS 507 1(1-0)
Band

Participation in marching or concert band. Open to all students who qualify through auditions.

MUS 508 1(1-0)
Choral Group

Participation in concert choir. Open to all students who qualify through auditions.

MUS 509 1(1-0)
Ensemble

Participation in (a) band, (b) orchestra, (c) chorus, (d) jazz and (e) other ensemble participation approved by the major adviser.

MUS 510 2(2-0)
Concentration Recital

One-hour performance is required.

MUS 511 2(2-0)
Orchestration I

Characteristics of orchestral instruments and arranging for ensembles and orchestra.

MUS 512 2(2-0)
Orchestration II

Special techniques of orchestral instruments, orchestration analysis, and advanced arranging.
Prerequisite: MUS 511 or the equivalent.

MUS 513 2(2-0)
Arranging for Band

Arranging for modern concert band.

MUS 514 2(2-0)
Arranging for Chorus

Arranging for large and small vocal ensembles with and without accompaniment.
Prerequisite: MUS 511 or the equivalent.

MUS 515 5(5-0)
Harmony

(Not applicable to the master's degree when the concentration is music theory.) An intensive review of sight-singing and dictation skills.

MUS 516	5(5-0)	MUS 533	5(5-0)
Sight Singing and Dictation (Not applicable to the master's degree when the concentration is music theory.) An intensive review of sight-singing and dictation skills.		Music History, 680-1750 (Not applicable to major in music history.) Intensive review of the history of western music, to 1750.	
MUS 517	2(2-0)	MUS 534	5(5-0)
Jazz Arranging Contemporary arranging techniques for large and small jazz ensembles.		Music History, 1750 to Present (Not applicable to major in music history.) Intensive review of the history of Western music 1750 to present.	
MUS 520	3(3-0)	MUS 535	3(3-0)
Teaching Music as a Related Art Relating music to the other arts in a secondary school humanities or allied arts program.		Contemporary Music Music literature from impressionism to the present.	
MUS 521	3(3-0)	MUS 536	5(5-0)
Music in Urban Life Music as it is experienced in the context of urban living in the United States at all socio-economic levels. Emphasis will be on the promotion, programming and social impact of all forms and styles of music.		Symphony I Symphonic literature from its beginning through early romanticism. <i>Prerequisite:</i> Consent of the instructor.	
MUS 523	5(5-0)	MUS 537	5(5-0)
Special Problems in Music Education Current trends in the practice of music teaching.		Symphony II Symphonic literature from Schubert to the present. <i>Prerequisite:</i> Consent of the instructor.	
MUS 524	3(3-0)	MUS 538	3(3-0)
General Music in the Middle School Current trends in curricular planning and musical learning with emphasis on the use of a variety of musical material.		Solo Vocal Literature The art song and concert aria from Mozart to the present.	
MUS 525	5(5-0)	MUS 539	3(3-0)
Advanced Methods for Elementary Classroom Techniques and materials for teaching music in the general music classroom. For non-music majors only.		Solo Piano Literature Keyboard music from 1700 to the present.	
MUS 526	5(5-0)	MUS 540	5(5-0)
Quantitative Research Methods of research relative to problems in music teaching.		Foundations for Graduate Study in Music Education Historical, philosophical, and psychological foundations of music teaching principles.	
MUS 530	3(3-0)	MUS 541	5(5-0)
Choral Music I Literature for large and small vocal ensembles including madrigals, motets, masses and oratorios, 1500-1750.		Advanced Studies in Teaching General Music Basic literature and techniques for teaching music in the general classroom at all levels.	
MUS 531	3(3-0)	MUS 542	3(3-0)
Choral Music II Literature for large and small vocal ensembles.		Music in Early Childhood Education Planning music experiences for young children in their early school years, with emphasis on practical aspects of a creative and artistic approach.	

MUS 543	3(3-0)	MUS 557	3(3-0)
Choral Methods and Techniques		Band and Its Music	
Review of fundamental concepts of vocal production, choral conducting techniques and high school choral program.		Survey of instrumental literature which is useful at the elementary and secondary levels; includes band, orchestra, small ensemble, solo and other teaching materials.	
MUS 544	3(3-0)	MUS 558	3(3-0)
Advanced Choral Conducting		Supervision and Administration of Music	
Hand technique, breath and sound control, articulation, dynamics and interpretation of music.		Current practices in the administration of school music programs.	
MUS 545	3(3-0)	MUS 559	3(3-0)
Multimedia in Music Education		Stage Band Techniques	
Practical experiences with current teaching materials and techniques relative to multimedia and music learning environments.		Study and performance of current jazz ensemble techniques and materials for school use. Special emphasis on basic improvisation; understanding and performing jazz styles. Field experience with secondary pupils is required.	
MUS 546	5(5-0)	MUS 600	2(2-0)
Teaching Music at Pre-School and Early Elementary Levels		Graduate Applied Concentration Instrument or Voice	
Current practices in music education related to the needs of children to age nine. Especially designed for non-music majors.		One hour lecture/laboratory a week. <i>Prerequisite:</i> Consent of instructor and audition. Instruction in declared concentration instrument or voice.	
MUS 548	5(5-0)	MUS 603	3(3-0)
Studies in Musical Aesthetics		Analysis of Musical Styles I	
Major aesthetic systems as related to musical problems.		Analysis and composition in selected styles, 600-1650. <i>Prerequisite:</i> MUS 543 or the equivalent.	
MUS 549	3(3-0)	MUS 604	3(3-0)
Advanced Form and Analysis		Analysis of Music Styles II	
Advanced structural and stylistic analysis of the common practice period.		Analysis and composition in selected styles, 1650-1890. <i>Prerequisite:</i> MUS 543 or the equivalent.	
MUS 550	3(3-0)	MUS 605	3(3-0)
Composition I		Analysis of Musical Styles III	
Compositional applications of set theory of all equal temperament.		Analysis and composition in selected styles, 1890 to present. <i>Prerequisite:</i> MUS 540 or the equivalent.	
MUS 551	3(3-0)	MUS 610	3(3-0)
Composition II		Advanced Sight Singing and Aural Comprehension	
Compositional applications of serial techniques and pre- and post-serial techniques.		Advanced techniques and materials for translating notation into an aural image, continuing the systematic cultivation of the musical ear.	
MUS 556	3(3-0)		
Organization and Development of Instrumental Music in the Schools			
Advanced materials and procedures for organizing and teaching instrumental music in the schools.			

MUS 632 5(5-0)
Afro-American Music

A general survey of black music from its African origins to its various American developments, with attention to Afro-European acculturation and esthetic and anthropological amalgamation.

MUS 633 5(5-0)
Medieval Music, 660-1450

Gregorian chant through the period of Defay.

MUS 634 5(5-0)
Renaissance Music, 1450-1600

Ockeghem to Palestrina.

MUS 635 5(5-0)
Baroque Music, 1600-1750

Monteverdi to Bach

MUS 636 5(5-0)
The Pre-Classical and Classical Periods, 1750-1820

Domenico Scarlatti to Beethoven.

MUS 637 5(5-0)
The Romantic Period, 1800-1900

Schubert to Mahler.

MUS 638 5(5-0)
The 20th Century

Debussy to the present.

MUS 641 3(3-0)
Directed Study in Music Education

The student undertakes a research project that deals with some facet of music education in any desired area. It culminates with a paper that focuses on a problem, possible solutions and recommendations for further pursuit, under the direction of an assigned advisor.

MUS 646 5(1-0)
Practicum in Music Education

Supervised study in an approved instructional setting, including criticisms and evaluation.

Nursing

NUR 500 5(5-0)
Theoretical Basis for Nursing Practice

Current conceptual and theoretical models as a basis for nursing practice. It represents an overview of the development of nursing theory emphasizing the application of theory, theoretical assumptions and conceptual models to nursing practice and nursing research. Major nursing theories are also considered with references to their acceptance by the nursing communities. *Prerequisite:* Admission to graduate program.

NUR 511 5(3-6)
Advanced Health Assessment

This course includes the processes, techniques and skills of advanced assessment. This course builds on basic and experiential knowledge of assessment. It is intended to provide the basis for individual student development and expertise in assessing health and illness states. *Prerequisite:* NUR 310 and permission of instructor.

NUR 516 5(5-0)
Instructional Strategies and Evaluation

This course focuses on the implementation of various teaching strategies and the measurement of learning outcomes. Emphasis is on the teaching-learning process applied to nursing and evaluation techniques applied to classroom didactic and clinical teaching. Students explore issues, trends and research relating to the teaching-learning process. Students write behavioral objectives and develop evaluation techniques that focus on the cognitive, affective and psychomotor domains of learning. *Prerequisite:* EDU 540.

NUR 519 3(3-0)
Nursing Seminar

Covers current issues that impact on the scope of nursing practice. It provides a forum for the analysis, synthesis and evaluation of role behaviors specific to the nurse educator, administrator, clinical specialist and family nurse practitioner. *Prerequisite:* Admission to graduate program.

<p>NUR 521 5(5-0) Nursing Clients of Diverse Cultures This course provides the student with a framework to apply concepts, theories and methodology of transcultural nursing care to clients of diverse cultures. By focusing on the understanding of health and illness and the variety of meanings of these terms for clients, the student is prepared to give culturally appropriate care. <i>Prerequisite:</i> Admission to graduate program.</p>	<p>NUR 530 5(3-6) Advanced Community Health Nursing I The first in a sequence of clinical courses that involve the study of community structures and dynamics for the delivery of health care to a diverse, transcultural and urban-rural society. The specific needs of a variety of psycho-socio-developmental populations with complex, contemporary health problems are addressed. <i>Prerequisite:</i> NUR 500; NUR 519; NUR 521; NUR 560; NUR 600.</p>
<p>NUR 522 3(3-0) Seminar Management Strategy Management of personnel and client care in various health care delivery settings. <i>Prerequisite:</i> By departmental permission.</p>	<p>NUR 534 2(2-0) Seminar in Teaching Strategies and Evaluation Focus on theories of learning, teaching strategies, evaluation techniques and related concepts. Learning activities focus on development of course syllabi, study guide, individualized learning packages, test construction and evaluation tools. <i>Prerequisite:</i> By departmental permission.</p>
<p>NUR 524 5(5-0) Theoretical Formulations of Nursing Administration Study of the theories and principles of administration, leadership and trends and issues impacting on nursing administration. <i>Prerequisite:</i> Admission to graduate nursing program.</p>	<p>NUR 535 5(3-6) Advanced Parent-Child Health Nursing I The first in a sequence of clinical courses designed to involve the student in the use of theories and concepts that relate to the nursing care of child-bearing and child-rearing families. <i>Prerequisite:</i> NUR 500; NUR 519; NUR 521; NUR 560; NUR 600.</p>
<p>NUR 525 3(3-0) Pharmacology in Primary Care This course focuses on the application of pharmacologic and pharmacogenetic principles in the advanced nursing management of selected health problems of children and adults.</p>	<p>NUR 536 2(2-0) Directed Study In-depth study, through literature review, of a topic in community health or parent-child nursing. The topic may be explored from a nursing practice, education or an administrative perspective. <i>Prerequisite:</i> Admission to graduate nursing program.</p>
<p>NUR 526 5(5-0) Pharmacology in Advanced Practice This course is designed to provide the advanced practice health care provider with a knowledge of pharmacological agents used in treatment of adults, adolescents and young children. Emphasis is on indications, mechanisms of action, prescriptive drug protocols, techniques and dosages. This is an elective course that will fulfill the requirements of NUR 525. The course will be taught by distance learning.</p>	<p>NUR 540 5(3-6) Advanced Community Health Nursing II The second in a sequence of clinical courses that involve the student in the study of community structures and dynamics for the delivery of health care to a diverse, multi-cultural and urban-rural society. The specific needs of a variety of psycho-socio-developmental populations with complex, contemporary health problems are addressed. <i>Prerequisite:</i> NUR 530.</p>

- NUR 545** 5(3-6)
Advanced Parent-Child Health Nursing II
 The second in a sequence of clinical courses designed to involve the student in the use of theories and concepts that relate to the nursing care of child-bearing and child-rearing families. Strategies for solving crisis situations are explored in depth. *Prerequisite:* NUR 535.
- NUR 551** 5(3-6)
Introduction to Family Primary Health Care
 The focus is on advanced nursing primary prevention practice with underserved populations. Integration of health promotion, risk reduction and anticipatory guidance in the assessment, diagnosis and management of common health problems.
- NUR 552** 6(3-9)
Family Nurse Practitioner I: Child Health
 This course will present the theoretical and clinical basis for advanced nursing management of children and their families.
- NUR 553** 6(3-9)
Family Nurse Practitioner II: Women's Health
 This course will present the theoretical and clinical basis for advanced nursing management of newborns and women.
- NUR 554** 5(0-15)
Family Primary Health
 A clinical elective in family primary health care that will provide additional opportunities for advanced nursing practice in vulnerable communities.
- NUR 555** 7(4-9)
Family Nurse Practitioner III: Adult/Older Adult Health
 This course will present the theoretical and clinical basis for the advanced nursing management of family adult/older adult health problems.
- NUR 556** 3(3-0)
Community Health Promotion Seminar
 This seminar will focus on care needed to meet the objectives of Healthy People 2000 in underserved communities.
- NUR 557** 4(0-12)
Child Health
 A clinical elective in child health care that will provide additional opportunities for advanced nursing practice in vulnerable communities.
- NUR 558** 4(0-12)
Women's Health
 A clinical elective in women's health care that will provide additional opportunities for advanced nursing practice with underserved populations.
- NUR 559** 5(0-15)
Adult/Older Adult Health
 A clinical elective in adult/older adult health care that will provide additional opportunities for advanced nursing practice with underserved populations.
- NUR 560** 5(5-0)
Advanced Research
 Study of quantitative and qualitative research methodologies. The functions of basic, applied and evaluation research are delineated, and an overview of research designs, techniques and formats will be presented. Students will critique selected nursing studies. Selection of research topic and general proposal for thesis should be completed during this course. *Prerequisite:* Admission to graduate nursing program.
- NUR 562** 2(2-0)
Nursing Research Seminar
 This seminar builds on the knowledge acquired in NUR 560. Emphasis is placed on identifying researchable problems in community health and parent-child health nursing. Opportunities are provided for students and instructor to collaborate on clinical research. *Prerequisite:* NUR 560.
- NUR 570** 5(3-6)
Community Health Clinical Specialization I
 The first sequential clinical course designed to permit the student to make an in-depth exploration of a given area of community health nursing, such as epidemiology, gerontology or rehabilitation. *Prerequisite:* NUR 530.

NUR 571 5(2-9)
Community Health Clinical Specialization II

The second sequential clinical course designed to permit the student to make an in-depth exploration of a given area of community health nursing, such as epidemiology, gerontology or rehabilitation. *Prerequisite:* NUR 570.

NUR 572 5(2-9)
Parent-Child Clinical Specialization I

The first sequential clinical course designed to permit the student to make an in-depth exploration of a given area of parent-child health nursing, such as perinatology, pediatrics, adolescence or neonatology. *Prerequisite:* NUR 535.

NUR 573 5(2-9)
Parent-Child Clinical Specialization II

The second sequential clinical course designed to permit the student to make an in-depth exploration of a given area of parent-child health nursing, such as perinatology, pediatrics, adolescence or neonatology. *Prerequisite:* NUR 572.

NUR 600 5(5-0)
Pathophysiological Concepts in Advanced Nursing Practice

Analysis of selected pathophysiological phenomena. It is designed to expand the knowledge base and to incorporate theoretical frameworks for advancing the practice of nursing. Emphasis will be on assessment, evaluation and formulation of nursing diagnosis. *Prerequisite:* Admission to graduate program.

NUR 605 5(5-0)
Principles of Epidemiology in Community Nursing Practice

Study of the development of in-depth knowledge of the concepts, principles, methods and statistics of epidemiology. Emphasis will be on the application of knowledge to disease prevention and health promotion. During this course, the nurse applies the knowledge gained to plan change for a previously identified health problem. *Prerequisite:* NUR 530.

NUR 610 5(2-9)
Practicum

The internship fosters the student's development of competency in a chosen role: Family nurse practitioner, clinical specialist, nurse administrator or nurse educator. *Prerequisite:* Completion of coursework or approval by coordinator, graduate nursing program or Dean of the School of Nursing.

NUR 620 5(5-0)
Thesis or Major Project

Research methodologies are used to investigate a nursing problem. *Prerequisite:* Approval by coordinator, graduate nursing program or the Dean of the School of Nursing.

Psychological Foundations

EDU 550 5(5-0)
Educational Measurement

Theory and use of standardized measurement instruments in educational settings.

EDU 553 5(5-0)
Psychology of the Inner-City Child

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.

EDU 555 5(5-0)
Clinical Approach to Classroom Analysis

Intensive study of various components of the teaching-learning process in the classroom using videotaping, microteaching, interaction analysis and observation techniques.

PSY 509 5(5-0)
Introduction to Behavior Modification

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.

PSY 515 5(5-0)
Educational Psychology

Introduction to the application of psychological theory of educational problems, including methods of learning and instruction. (This course is a prerequisite for advanced courses in related areas.)

PSY 520 5(5-0)
Developmental Psychology

Examination of dynamics of psychological development throughout the human life cycle with emphasis on the period from infancy through adolescence. Various theoretical perspectives are studied, as well as related research. (This course is a prerequisite for more advanced courses in related areas.)

PSY 530 5(5-0)
Adolescent Psychology

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.

PSY 552 5(5-0)
Conditions of Learning

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.

PSY 555 5(5-0)
Theories of Learning

A study of various theories of learning using tapes, films, lectures and class discussions.

Public Administration

PAD 501 5(5-0)
Public Administration: Scope and Development of the Profession

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

PAD 509 5(5-0)
The Presidency

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

PAD 510 5(5-0)
Organization Behavior and Management in Public Agencies: Concepts and Theories

Survey of theories and concepts about organizational behavior and management.

PAD 520 5(5-0)
American Political and Administrative Systems

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

PAD 521 3(3-0)
Legal and Ethical Environments of Public Administration

Examines law and ethics in society and their influence on public sector operations, applications in substantive areas of law, e.g., regulatory processes and administration, adjudicating, due process, ombudsman, et. al. and the ethical interaction of government with citizen is emphasized.

PAD 526 5(5-0)
Public Personnel Administration

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

PAD 530 5(5-0)
Public Budgeting

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.

PAD 531 5(5-0)
Public Budgeting Theory and Practice

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

PAD 532 5(5-0)
Foundations of Health Care Finance

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

PAD 535 5(5-0)
Non-Profits and Public Agency Accounting and Control Techniques

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

PAD 538 5(5-0)
Introduction to Health Care Administration and Policy

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

PAD 542 5(5-0)
Personnel Management I

Analyzes personnel management from perspectives of nature of careers in the field, its history, means through which individual differences and legal constraints influence practice, the various ways in which work is structured and evaluated and techniques used to recruit select employees.

PAD 543 5(5-0)
Personnel Management II

A study of personnel techniques and procedures used by organizations to motivate and maintain the internal labor force. Topics covered include wage and salary administration, training and development, safety management, performance control and internal communication.

PAD 545 5(5-0)
Collective Bargaining and Labor Relations

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

PAD 563 5(5-0)
States and Local Finance in the United States

The economics of existing state and local revenues and expenditures are analyzed and compared with alternatives.

PAD 564 5(5-0)
Financial Management Decisions in the Public Sector

Financial Planning, decision-making and control in government units comprise the major focus of this course. Normative financial decision techniques developed within a theoretical framework unique to federal, state and local government spending units are examined.

PAD 578 5(5-0)
Introduction to Public Policy

Introduces students to a public policy approach to American politics. The emphasis is on the nature and definition of public policy, the structure in which public policy is produced in the American political system and how various kinds of public policy is made.

PAD 579 5(5-0)
Health Policy and Politics

This course deals with contemporary health care policies, programs and politics. The course discusses the current crisis in health care costs with proposed solutions such as health planning, certificate of need regulation and different health insurance reimbursement mechanisms. Health administration and policy concentration requirement. MPA Elective.

PAD 580 5(5-0)
Public Policy

Focuses on the forces that shape the direction of public policy and mechanics through which public policy is formulated.

PAD 581 5(5-0)
Federalism/Intergovernmental Management and Regulation

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

PAD 582 5(5-0)
Public Program Evaluation

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.

PAD 583 5(5-0)
Seminar on Community Planning

Surveys the principles and practices of public planning for the development and management of human, economic and physical resources of communities. Reviews planning systems at various levels and their interrelationships.

PAD 584 5(5-0)
Health Care Delivery Organization

Applies organization theory to health care delivery institutions (e.g., hospitals, health maintenance organizations and nursing homes). The objective is to provide the students with insight into their structure and dynamics as preparation for careers in administration or in influencing their behavior through public policy.

PAD 585 5(5-0)
Health Care Delivery for Specialized Groups

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

PAD 587 5(5-0)
Presidential Policy-Making

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

PAD 588 5(5-0)
Technology and Public Policy

Investigates the reciprocal influences of government, sciences and technology.

PAD 601 5(5-0)
Computer Applications for Public Administration

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

PAD 610 5(5-0)
Research Design in Public Administration

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

PAD 611 5(5-0)
Quantitative Analysis in Public Administration

Continuation of PAD 610 which stresses techniques for data analysis useful in public administration research.

PAD 620 5(5-0)
Administrative Law

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

PAD 621 5(5-0)
Legal Aspects of Public Personnel Administration

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

PAD 622 5(5-0)
Legal Issues in Health Care Policy

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

PAD 645 5(5-0)
Financial Management of Health Organizations

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

PAD 648, PAD 649 5(5-0) ea.
Seminar: Practicum in Public Budgeting I and II

Uses a case and simulation format to study public budgeting in-depth. *Prerequisite:* PAD 531

PAD 650 5(5-0)
Computer Applications and Management Information Systems in the Public Sector

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

PAD 651, PAD 652 5(5-0) ea.
Directed Independent Policy Studies

Allows students to pursue specialized interests in policy studies. (In-service students with at least 50 hours of documented administrative experiences may opt for one of these courses in lieu of PAD 670.)

PAD 660 5(5-0)
Issues on Public Human Resources Management

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

PAD 665 5(5-0)
Group Dynamics and Leadership

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

PAD 670 5(5-0)
Internship

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

PAD 690 5(5-0)
Action Report (Mini-Thesis)

An in-depth individualized study of a particular problem in contemporary public administration. To be completed, presented orally and defended by the last quarter of enrollment in the M.P.A. program as a requirement for graduation.

Research and Statistics

EDU 500 5(5-0)
Educational Statistics

A study of application of basic descriptive statistics to education; data graphs and tables, probability, sampling statistics, correlation and hypothesis testing.

EDU 501 5(5-0)
Methods of Research in Education

Study of research methods, procedures and designs, including preparation of research abstracts, writing reports in the field of education and related areas.

School Counseling

SEC 500 5(5-0)

Fundamentals and Theories of Counseling

Introduction to the study of the principles of counseling, alternative theoretical strategies and the process of counseling. Points of convergence and divergence will be emphasized and each theory will be evaluated with respect to its strength and weakness and applicability to school settings.

SEC 505 5(5-0)

Developmental Guidance and Counseling, Principles, Organization and Administration

Overview of principles of guidance in modern school and study or guidance services, practices and basic concepts relating to organization and operation of guidance programs. Investigation of program design, counseling intervention approaches and integration of theory, principles, practice and research. Focus on the role and function of the school counselor within a developmental guidance framework. *Prerequisite:* SEC 500, admission to school counseling program.

SEC 510 5(5-0)

Tests and Measurements

Principles of testing, interpretation of scores, utilization of assessment instruments and methods of assessing abilities, achievement levels, interests, attitudes, developmental variables and personality characteristics. Use of test and non-test data.

SEC 515 5(5-0)

Group Counseling

An experimental approach to more effective interpersonal communication. Opportunity is offered for personal growth in awareness and understanding both to self and others and in the communication of that self awareness and understanding. Emphasis is placed upon the nature of groups and the dynamics of group interaction in school counseling settings. Reviews the basics of setting up and facilitating school counseling groups. Investigation of legal aspect and ethical standards related to group counseling.

SEC 516 5(5-0)

Individual Counseling and Assessment

Emphasis is on counseling techniques, their application and the counselors affect. Interpersonal skills are developed, skills in the techniques of assimilating data pertinent to the understanding of behavior and the implementation of appropriate intervention techniques to effect behavior change; practice in the use of case story techniques in school settings. Examination of the effects of differences in counselor/counselee roles, values and goals.

SEC 520 5(5-0)

Multi-Cultural Counseling

A study of the principles and techniques in counseling the multi-cultural student. Emphasis will be placed on the delivery of developmental guidance services related to the particular needs and values of the multi-cultural student. Overview of strategies and research on multi-cultural populations. Intent of course is to sensitize the counselor to understand multi-cultural populations. *Prerequisite:* Permission of program coordinator.

SEC 525 5(5-0)

School Counseling and Guidance in the Elementary, Middle and Secondary School

The study of the nature of counseling and guidance and its practical application at the elementary, middle and secondary school levels. Emphasis is focused on the role and function of the school counselor, philosophy and practice with elementary school students. Includes the history, philosophy, trends, purposes, objectives and roles within the schools at each of the three levels. *Prerequisite:* Admission to school counseling program.

SEC 526 5(5-0)

School Counseling and Guidance in the Elementary, Middle and Secondary School

The study of the nature of counseling and guidance and its practical application at the elementary, middle and secondary school levels. Emphasis is focused on the role and function of the school counselor, philosophy and practice with middle school students. Includes the history, philosophy, trends, purposes, objectives and roles within the schools at each of the three levels. *Prerequisite:* Admission to school counseling program.

<p>SEC 527 5(5-0) School Counseling and Guidance in the Elementary, Middle and Secondary School The study of the nature of counseling and guidance and its practical application at the elementary, middle and secondary school levels. Emphasis is focused on the role and function of the school counselor, philosophy and practice with secondary school students. Includes the history, philosophy, trends, purposes, objectives and roles within the schools at each of the three levels. <i>Prerequisite:</i> Admission to school counseling program.</p>	<p>SEC 555 5(5-0) Directed Independent Study A systematic study of problems of special interest in counseling and guidance. Students are guided in a selection of topics for study. Opportunity for application to an independent or action research project. <i>Prerequisite:</i> SEC 505, SEC 525 or SEC 526 or SEC 527 or permission of program coordinator.</p>
<p>SEC 530 5(5-0) Career Counseling and Guidance Approaches to career counseling and development as it relates to school settings. Emphasis on content and process of career development and appropriate counseling strategies. Career development conceptual formulations; career information in teaching and counseling; sequential decision making processes and strategies; job placement skills, nature, sources and functions of information available to assist individuals in formulating goals and comprehensive plans. Includes relevant career theories, a survey of instruments and utilized in assessing instruments, values and career decision-making abilities and relevant occupational information. <i>Prerequisite:</i> Admission to school counseling program.</p>	<p>SEC 560 5(5-0) Computer Applications in School Counseling and Guidance An experience-oriented approach to the use of applications software in the school environment. Emphasis is on using word processing, database, spreadsheet and selected graphics programs in the school environment. An overview of the role of computers in school counseling and guidance. An examination of computer applications as they relate to specific developmental guidance/counseling operations and educational functions. <i>Prerequisite:</i> Permission of program coordinator.</p>
<p>SEC 540 5(5-0) School Counseling Consultation Exploration of skills for effective consultation with teachers, administrators, parents and community referral resources. Theoretical and practical applications with respect to consultation activities will be examined. Emphasis on the learning and practice of specific skills essential to consulting in the schools. The dynamics of child-person relationships and their impact on consulting with parents will be included. <i>Prerequisite:</i> SEC 505, SEC 525 or SEC 526 or SEC 527 or permission of program coordinator.</p>	<p>SEC 570 5(5-0) Practicum I A series of supervisor experiences in the public school setting. Required for school counseling certification. Application and critical evaluation of all counseling skills in school settings with provision of clinical experience under supervision. Counseling interviews and class lessons will be recorded, discussed and evaluated. Proof of professional liability insurance coverage required. <i>Prerequisite:</i> SEC 505, SEC 515, SEC 520, SEC 525 or SEC 526 or SEC 527, SEC 530 and permission from program coordinator.</p>
	<p>SEC 571 5(5-0) Practicum II A series of supervisor experiences in the public school setting. Required for school counseling certification. Application and critical evaluation of all counseling skills in school settings with provision of clinical experience under supervision. Counseling interviews and class lessons will be recorded, discussed and evaluated. Proof of professional liability insurance coverage required. <i>Prerequisite:</i> SEC 570, SEC 505, SEC 520, SEC 525 or SEC 526 or SEC 527, SEC 530 or permission from program coordinator.</p>

SEC 575 5(5-0)
**Selected Topics in School Counseling
and Guidance**

Topics will vary each time course is offered. Combination lecture, discussion, inquiry session and student presentations. May be taken more than once for credit under different topics. *Prerequisite:* SEC 505, SEC 525 or SEC 526 or SEC 527, degree candidacy or permission of the program coordinator

SEC 595 5(5-0)
Internship

Supervised professional school counseling experience for one year in school setting requiring the application of developmental guidance and counseling principals. Seminars and evaluations that measure student progress will be conducted by a college supervisor and the cooperating field school counseling specialist. *Prerequisite:* Permission of program coordinator.

SEC 596 5(5-0)
Thesis

Preparation of the thesis under the supervision of the thesis advisor. *Prerequisite:* EDU 501, permission of the thesis advisor and all SEC required courses.

Science Education

BIO 501 5(5-0)
Selected Topics in Botany

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.

BIO 502 5(5-0)
Selected Topics in Zoology

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.

BIO 503 5(5-0)
Selected Topics in Human Biology

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.

BIO 504 5(5-0)
Ecology

This course will emphasize principles and concepts of modern ecology. Investigative activities will include analysis of aquatic (marine and freshwater) and terrestrial ecosystems.

BIO 505 5(5-0)
Biology of the Invertebrates

Biology of the invertebrates is an advanced study of the taxonomy, anatomy, physiology, life history and ecology of invertebrates. Protozoa through the echinodermata are covered.

BIO 506 5(5-0)
Genetics

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.

BIO 507 5(5-0)
Vegetation of South Georgia

This course will include a study of the common tree, shrubs and herbs of South Georgia. Emphasis will be placed upon the angiosperms of the area. Collections will comprise a major part of the course.

BIO 508 5(5-0)
Parasitology

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.

BIO 509 5(5-0)
Mammalian Anatomy

This course will involve a study of the gross and microscopic structures of various mammalian organ systems. Emphasis will reflect the needs of the students taking the course.

BIO 510	5(5-0)	BIO 516	5(5-0)
Microbiology		Innovative Developments in Biology	
<p>This course will emphasize concepts and principles of bacteria fungi and other microbial groups. Some attention will be given to morphological, physiological and biochemical relationships in these groups.</p>		<p>This course will address biological concepts in the areas of cell biology, genetics and metabolism for middle grades and secondary teachers. Emphasis will be placed on increasing teachers' knowledge and understanding in identifying, applying and analyzing recent biology concepts, processes and principles and increasing teachers' understanding and skills in using the methods of science through the use of open-ended investigations.</p>	
BIO 511	5(5-0)	BIO 517	5(5-0)
Nonvascular Plants		Selected Topics in Ecology	
<p>An evolutionary survey of the plant kingdom with emphasis on comparative morphology and evolution of the algae, fungi and bryophytes will be conducted in this course.</p>		<p>This course will address ecological concepts in northern, middle and coastal areas of Georgia for middle grades and secondary teachers. Emphasis will be placed on addressing current ecological issues that incorporate hands-on field activities into the learning process.</p>	
BIO 512	5(5-0)	BIO 518	5(5-0)
Vascular Plants		Biotechnology	
<p>This course introduces the student to the structure and development of vegetative and reproductive organs of vascular plants, especially those associated with angiosperms and gymnosperms.</p>		<p>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 topics using application of the new biotechnology.</p>	
BIO 513	5(5-0)	BIO 519	5(5-0)
Mammalian Physiology		Plant Biology	
<p>This course will emphasize the homeostatic mechanisms of such organ systems as cardiovascular, nervous, gastrointestinal, respiratory and genital urinary.</p>		<p>Particular attention will be placed on the identification, selection and the use of materials for correlating the study of plants with other subjects. The teacher will develop a base of knowledge which will enhance his/her effectiveness in planning and executing laboratory and field exercises in botany that complement lecture presentation.</p>	
BIO 514	5(5-0)	BIO 520	5(5-0)
Biological Chemistry		Evolution and the Nature of Science	
<p>This course is a study of the biologically important compounds and their formation and reactions in living systems.</p>		<p>The nature of science and the fundamentals governing its origin will be presented in relation to current problems affecting the maintenance of life on earth. Special emphasis will be placed on the interaction of biological and cultural evolution and the alternatives to extinction which challenge contemporary man.</p>	
BIO 515	5(5-0)		
Selected Topics in Biology			
<p>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.</p>			

CHM 501 Inorganic Chemistry	5(5-0)	CHM 526 Biochemistry	5(5-0)
This course will emphasize periodic relationship of the elements and their compounds, including those less commonly encountered. Bonding, reaction mechanism, complexes and stereo-chemistry are among the topics discussed.		This course is designed to introduce the chemistry of the most important life phenomena at the molecular level.	
CHM 502 Organic Chemistry	5(5-0)	PHY 501 Foundations of Physical Science	5(5-0)
Organic chemistry is the study of the structure and reactivities of organic compounds, including a discussion of molecular structure-spectral interpretation.		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.	
CHM 503 Analytical Chemistry	5(5-0)	PHY 530-531 Introductory Physical Science	5(5-0) ea.
This course will emphasize solution equilibrium as applied to volumetric and gravimetric analysis. Methodologies of selective ion analyses and absorption spectroscopy separations will also be investigated.		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 with the materials and methods utilized in I.P.S.	
CHM 521 Physical Chemistry	5(5-0)	PHY 547 Introduction to Oceanography	5(5-0)
This course will emphasize principles and thermodynamics, molecular structures, kinetics and quantum theory as a basis for interpreting and interrelating the properties of matter.		This course emphasizes physical, chemical, geologic and biologic characteristics of the oceans and the interaction between the hydrosphere, atmosphere and biosphere.	
CHM 523 Advanced Analytical Chemistry	5(5-0)	PHY 548 Introduction to Astronomy	5(5-0)
This course is designed to introduce the advanced theories and methods of analytical chemistry.		This course will emphasize topics related to the theory and consideration of planets, the solar system, stars, galaxy and universe, including the study of constellation, historical overview, astronomy and laws of planetary motion.	
CHM 524 Instrumental Methods of Analysis	5(5-0)	PHY 549 Weather and Climate	5(5-0)
This course will emphasize special advanced concepts of instrumental measurements of physical and chemical properties.		This course emphasizes an introduction to the study of the profiles and dynamics of air masses and an overview of system to climatic effects and global distribution of climates.	
CHM 525 Special Topics in Organic Chemistry	5(5-0)	PHY 550 Earth Science	5(5-0)
Special topics in organic chemistry will emphasize the needs and interests of the students and faculty in organic chemistry based on the needs of the course participants. Such topics that may be considered are stereoisomerism, heterocycles, alkaloids, organic mechanisms and structure-activity relationships.		Exploration of basic concepts and processes in the earth sciences. Content areas include astronomy, geology and meteorology. Strategies of teaching earth science in grades four-12 will also be explored.	

PHY 551	5(5-0)	PHY 661	5(5-0)
Mathematics of Physics I		Classical Mechanics II	
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.		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. <i>Prerequisite:</i> Consent of instructor.	
PHY 552	5(5-0)	PHY 670	5(5-0)
Mathematics of Physics II		Electricity and Magnetism I	
This course will emphasize derivation and solution of partial differential equations of physics, wave equation and Laplace's equation, Schrodinger's equation, power series solution of ordinary differential equations, special functions of mathematics physics, Fourier series, Sturm-Liouville system, complex analysis and integration will also be considered.		This course will emphasize electrostatics, steady currents and the magnetic properties of matter.	
PHY 564	5(5-0)	PHY 671	5(5-0)
Science Concepts		Electricity and Magnetism II	
Focus on the understanding and application of scientific processes and major concepts relevant to the teaching of middle childhood science.		This course will emphasize the development of field theory leading to Maxwell's equations, plane waves and solutions of Maxwell's equations. <i>Prerequisite:</i> Consent of instructor.	
PHY 645	5(5-0)	PHY 681	5(5-0)
Physics for Secondary School Teachers		Introduction to Quantum Mechanics	
This course is designed both to refresh and enlarge the high school school teacher's knowledge of general physics.		This course will emphasize Schrodinger's theory of quantum mechanics; solutions of Schrodinger's equation; perturbation theory; one-electron atoms; magnetic moments, spin and relativistic effects; identical particles and multi-electron atoms.	
PHY 646	5(5-0)	PHY 685	5(5-0)
Modern Physics for Secondary Teachers I		Seminar in the Teaching of Physics	
This course is designed to provide students an introduction to special relativity, quantum mechanics and atomic structure. <i>Prerequisite:</i> general physics.		This course will emphasize methods of teaching physics stressing the planning of curricula and laboratory programs.	
PHY 647	5(5-0)		
Modern Physics for Secondary Teachers II			
This course is designed to provide students an introduction to x-ray spectra, molecular structure, solid state physics, nuclear structure and nuclear reactions. <i>Prerequisite:</i> PHY 646 or consent of the instructor.			
PHY 660	5(5-0)		
Classical Mechanics I			
This course will emphasize elements of Newtonian mechanics, motion of particles in various dimensions, motion of system of particles, rigid bodies, gravitational and coordinate systems.			

Social Foundations

EDU 504	5(5-0)
History of American Education	
American educational thought and practice with emphasis on developments in the nineteenth and twentieth centuries. Special attention is given to recent works in the fields which emphasize the social purpose and context of the American public schools.	

EDU 505 5(5-0)
Comparative Education

An introduction to comparative and international education. Emphasis is placed on the differences and similarities of various educational and cultural relations among nations and of aid and exchange programs of national and international organizations.

EDU 509 5(5-0)
Philosophy of Education

Study of the major school of thought in educational philosophy as found in current writings and historical perspectives with emphasis on application to major educational issues and practices in today's schools.

EDU 512 5(5-0)
Sociology of Inner-City Child

Study of problems facing culturally different children. An exploration of concepts, problem-solving procedures and attitudes which will aid constructive interaction between culturally different teachers and learners.

Special Education

SPE 501 5(5-0)
Exceptional Children and Youth

A survey course satisfying House Bill 671 and focusing on the characteristics, identification, prevalence and programming of exceptionality areas for which children and youth may obtain special educational services.

SPE 512 5(5-0)

Characteristics of Children and Youth with Mild Learning, Intellectual, and/or Behavioral Disabilities

(Formerly Characteristics of Children and Youth with Mild Learning, Intellectual, and/or Behavioral Problems)

Study of the commonality of characteristics leading to the identification, placement and service models for children with mild learning and behavior problems. *Prerequisites:* SPE 501 or SPE 265.

SPE 515 5(5-0)

Nature and Characteristics of Intellectual Disabilities

(Formerly Nature and Characteristics of Mental Retardation)

Study of the nature and characteristics of children and youth eligible for services in intellectual disabilities on the severe, moderate, and mild levels. *Prerequisites:* SPE 501 or SPE 265.

SPE 516 5(5-0)

Nature and Characteristics of the Gifted

Focuses upon the characteristics of the gifted and talented. Includes study of learning theories, higher conceptualization processes, qualitative thinking differences and the development of multiple cognitive and affective skills, abilities and behaviors. *Prerequisites:* SPE 501 or SPE 265.

SPE 517 5(5-0)

Nature and Characteristics of Learning Disabilities

Study of the nature and characteristics of children, youth and adults with learning disabilities across the levels of severity. An overview of major historical aspects, as well as current trends, is included. *Prerequisites:* SPE 501 or SPE 265.

SPE 518 5(5-0)

Nature and Characteristics of Emotional/Behavioral Disorders

(Formerly Nature and Characteristics of Behavior Disorders)

Study of the nature and characteristics of behavior disorders across age and severity levels. Theoretical approaches are overviewed. *Prerequisites:* SPE 501 or SPE 265.

SPE 522 5(5-0)

Teaching the Pre-School Exceptional Child (Formerly Teaching the Pre-School Handicapped Child)

Evaluation and skills acquisition for the pre-school handicapped infant and toddler emphasizing stimulation training, readiness programming, academic/social awareness and community/public agency service delivery systems.

<p>SPE 524 5(5-0) Instructional Strategies for Teaching the Mildly Disabled (Formerly Instructional Strategies for Teaching the Mildly Handicapped) 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. <i>Prerequisites:</i> SPE 501 or SPE 265.</p>	<p>SPE 530 5(5-0) Counseling and Working with Parents of Exceptional Children Study of parent involvement in the delivery of services to handicapped children. Focuses upon individualized educational programming, counseling approaches and agency involvement.</p>
<p>SPE 525 5(5-0) Instructional Strategies for Intellectual Disabilities (Formerly Instructional Strategies in Mental Retardation) 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.</p>	<p>SPE 536 5(5-0) Curriculum for Gifted Education Emphasizes educational curricula and program planning at all levels. Focuses upon current curriculum models and programs found to be of value in the education of gifted students.</p>
<p>SPE 526 5(5-0) Materials and Media for the Mildly Disabled (Formerly Materials and Media for the Mildly Handicapped) Design and modification of materials to meet special needs of pupils; usage of educational equipment to meet specialized instructional needs.</p>	<p>SPE 542 5(5-0) Behavior Modification for Special Education Students Application of behavior modification principles and behavior analysis in both general and special education classrooms.</p>
<p>SPE 527 5(5-0) Instructional Strategies for Learning Disabilities Focus upon teaching practices and materials for students with learning problems. Selection, development, and adaptation of teaching materials are discussed, along with individualized programming and mastery learning.</p>	<p>SPE 545 5(5-0) Educational Assessment of Exceptional Children Focuses upon the use of evaluation to determine classification and eligibility, to plan individualized education programs (IEPs) and to evaluate teacher effectiveness and pupil progress.</p>
<p>SPE 528 5(5-0) Instructional Strategies for Emotional/Behavioral Disorders (Formerly Instructional Strategies in Behavior Disorders) Focus upon complete programming for individualized academic growth and affective behavior management. Appropriate teaching strategies, practices and techniques are reviewed.</p>	<p>SPE 547 5(5-0) Behavior Management of Exceptional Children 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.</p>
<p>SPE 529 5(5-0) Instructional Methods in Gifted Education Emphasizes knowledge and skills in methods and materials for teaching gifted students.</p>	<p>SPE 554 5(5-0) Vocational Aspects for Mildly/Moderately/Severely Disabled Youth (Formerly Vocational Aspects for Mildly/Moderately/Severely Handicapped Youth) Adaptations in instructional methodology, materials and curricula for the disabled adolescent, with emphasis upon integration of academic, social and vocational skills acquisition. Includes career awareness.</p>

SPE 566	5(5-0)	SPE 577	5(1-8)
Language Development and Language Disabilities		Practicum in Behavior Disorders	
Theoretical study of normal and delayed speech and language development, with emphasis upon application in the school environment.		Field-based experiences providing an opportunity for extensive training and application of knowledge with exceptional children and youth in the area of behavior disorders. <i>Prerequisite:</i> SPE 501, SPE 528.	
SPE 563	5(5-0)	SPE 580	5(5-0)
Issues in Interrelated Special Education		Directed Studies in Research and Readings in Special Education	
Focuses upon the current trends and issues affecting special educators. Objectives for the teacher competency tests in special education are addressed and studied.		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. <i>Prerequisite:</i> SPE 501 and SPE 512, SPE 515, SPE 516, SPE 517 or SPE 518.	
SPE 566	5(5-0)	SPE 590	5(5-0)
Curriculum for the Mildly Disabled Student (Formerly Curriculum for the Mildly Handicapped Student)		Clinical Teaching of Reading and Math to Exceptional Learners	
Study of curriculum principles for students with mild disabilities in regular classroom and special education resource placements. Provides additional focus on classroom and special education resource placements, upon mandated practices and procedures in resource and mainstreamed settings.		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.	
SPE 570	5(1-8)		
Practicum in Interrelated Special Education			
Field-based experiences providing an opportunity for extensive training and application of knowledge with exceptional children in interrelated educational settings. <i>Prerequisites:</i> SPE 501, SPE 524.			
SPE 573	5(1-8)		
Practicum in Intellectual Disabilities			
Field-based experiences providing an opportunity for extensive training and application of knowledge with exceptional children and youth in the area of intellectual disabilities. <i>Prerequisites:</i> SPE 501, SPE 525.			
SPE 575	5(1-8)		
Practicum in Learning Disabilities			
Field-based experiences providing an opportunity for extensive training and application of knowledge with exceptional children and youth in the area of learning disabilities. <i>Prerequisites:</i> SPE 501, SPE 527.			



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Faculty

Abayomi, Babatunde I., Science Education
B.S., Howard University; M.Ed., University of Georgia; Ph.D., Georgia State University

Adekunle, Samuel, Business Administration
B.S.C., Bethune-Cookman College; M.B.A., Stetson University; Ph.D., NOVA University

Agazie, Maxine, Social Work
B.A., Benedict College; M.S.W., University of Tennessee; Ph.D., Atlanta University

Anson, Richard, Criminal Justice
B.S., Jacksonsville University; M.S., Ph.D., Iowa State University

Bacon, Egbert, J., Music Education
B.S., Virginia State College; M.M., University of Michigan; Ed.D., University of Oklahoma

Baker, Elaine, Sociology
B.A., Tougaloo College; M.S.W., Atlanta University; DPA, University of Georgia

Banks, Marva, English
B.S., Grambling State University; M.S., Louisiana Polytechnic University; Ph.D., Rensselaer Polytechnic Institute

Barnett, Toni, Nursing
A.D., Kennesaw State College; B.S., M.S., Georgia State University

Basu, Samarendra, Criminal Justice/
Forensic Science
I.S.C., B.S.C., M.S.C., and Ph.D.; University of Calcutta

Beard, Audrey Webb, Early Childhood Education
B.S., Fort Valley State College; M.S., Atlanta University; Ed.D., Jackson State University

Bembry, Deborah, Education Administration and Supervision/Early Childhood Education
B.S., Albany State College; M.Ed., University of Illinois; Ph.D., University of Iowa

Bennett, Cynthia F., Business Education
B.S., Alabama State University; M.A., The Ohio State University; Ph.D., Ohio University

Biasiotto, Judson, Health and Physical Education
A.S., Corning Community College; B.S., Ed.S., Georgia Southern College; Ed.D., University of Georgia

Block, Burel B., Educational Administration
B.A., Eastern New Mexico University; M.A., Ed.D., Texas Technical University

Brown, Mollie, Administrative Systems and Business Education, Chairperson
B.S., Albany State College; M.B.Ed., Ph.D., Georgia State University

Brown, Patricia, Nursing
B.S.N., Albany State College; M.S.N., Medical College of Georgia

Burgess, Walter J., Business Administration, Dean of School of Business
B.S., Florida State University; M.B.E., Ph.D., Georgia State University

Burson, Denise, Early Childhood
B.S., M.Ed., Clemson University

Campbell, Gwendolyn, Mathematics and Computer Science
B.S., Albany State College; M.S., Atlanta University

Campbell, Wilburn A., Health and Physical Education and Recreation, Chairperson
B.S., Morehouse College; M.S., D.P.E., Springfield College

Chan, Kwaichow B., Physics
B.S., Ph.D., Texas Tech University

Chang, Edward, Psychology and Special Education, Chairperson of Department of Psychology, Sociology and Social Work
B.A., Taiwan Normal University; M.S., Northeast Missouri State Teachers College; Ph.D., University of Oklahoma

Cherry, Joyce, English
B.A., Paine College; M.A., Atlanta University; Ph.D., Emory University

- Chuang, Horace H.**, Mathematics and Computer Science
B.A., Taiwan Normal University; M.S., Indiana State University; Ph.D., Wayne State University
- Cohen, Sandy**, English
A.A., Miami-Dade Junior College; B.A., Florida Atlantic University; M.A., Ph.D., Auburn University
- Cordy, Everett D.**, Business Administration
B.S., Morehouse College; B.I.E., Georgia Institute of Technology; J.D., University of Georgia; L.L.M., Atlanta Law School, Ph.D., LaSalle University
- Dixit, Badar inath**, Engineering
B.S.M.E., University of Myjone; M.S.B.E., Ph.D., West Virginia University
- Duhon, Alice**, Counseling
B.S., M.Ed., Texas Southern University; Ph.D., The Union Institute
- Dungee, Grant**, Health and Physical Education
B.S., Kentucky State College; M.S., H.E.DIR., Hs.D., Indiana University
- Eletr, Amr A.**, Business Administration
B.Com., Alexandria University (Egypt); M.Acc., University of Mississippi; D.B.A., Mississippi State University
- Ezeamii, Hyacinth C.**, Public Administration
B.S., Shaw University; M.P.A., Ed.D., North Carolina State University
- Foster, Helen E.**, Business Education
A.B., Clark College; M.S., University of Wisconsin; Ed.D., University of Northern Illinois
- Frazier, Charles**, Physical Education
B.S., Albany State college; M.S., New York University
- Ghunaym, Ghunaym M.**, Mathematics and Computer Science
B.A., American University of Beirut; Ph.D., Florida State University
- Grant, Velma F.**, English Education
A.B., Clark College; M.A., Atlanta University; Ed.D., Rutgers University
- Green, Marzine**, Mathematics and Computer Science, Chairperson
B.S., Alcorn State University; M.S., University of Illinois; Ph.D., University of Southern Mississippi
- Grimsley, Linda**, Nursing
B.S.N., Georgia Southern College; M.S.N., Valdosta State College
- Hatcher, Betty DeVane**, Science Education
B.S., M.Ed., Valdosta State University; Ed.D., University of Georgia
- Haynes, Robert L.**, Biology, Dean of the Graduate School
B.S., Alcorn State University; M.S., Tuskegee University; Ph.D., Purdue University
- Hill, James L.**, English, Dean of School of Arts and Sciences
B.S., Fort Valley State College; M.A., Atlanta University; Ph.D., University of Iowa
- Holeman, Doris S.**, Nursing
B.S., Albany State College; M.N., The Ohio State University; Ph.D., Georgia State University
- Hollis, Lois B.**, Political Science and Public Administration
A.B., Clark College; M.A., Ph.D., Atlanta University
- Johnson, Sherryl L.**, Allied Health Sciences
B.S., M.S.N., Clark College; M.P.H., Emory University; Ph.D., Clark-Atlanta University
- Jones, Marion E.**, Biology
B.S., Fort Valley State College; M.S., Atlanta University; Ph.D., Iowa State University
- Jones, Oliver**, Health & Physical Education
B.B., Albany State College; M.S., Georgia State University
- Jones, Tony C.**, Criminal Justice
B.A., Fort Valley State College; J.D., University of Georgia
- Khan, M.V.A.**, Educational Foundation
B.S., Osmania University; M.Ed., Ed.D., University of Houston

- King, Travis**, Middle Grades/Reading
B.A., North Georgia College; B.A., M.Ed.,
Brigham Young University; Ph.D.,
University of Georgia
- King, Paul**, German/Spanish
B.A., Florida A&M University; M.A., Ph.D.,
Inter-American University
- Kooti, John G.**, Business Administration
B.S., Jundi Shapur University; M.S., Ph.D.,
Michigan State University
- Lawson, Benjamin**, English
B.A., Purdue University; M.A., Indiana
University; Ph.D., Bowling Green
State University
- Lawson, Mary**, English
B.A., Findlay College; M.A., Ph.D., Bowling
Green State University
- Liu, Lipping**, Business Administration
B.S., Central China University of Science
and Technology (China); B.E., Wuhan
University of Hydrolics and Electronic
Engineering (China); M.E., Central China
University of Science and Technology
(China); Ph.D., University of Kansas
- Lockley, Ora**, Biology
B.S., North Carolina A&T University; M.S.,
Michigan State University; Ed.D.,
Rutgers University
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B.S., M.S., Howard University; Ph.D.,
Atlanta University
- Masih, Samuel**, Mathematics and
Computer Science
B.A., M.Sc., Delhi University; M.A., Ph.D.,
Indiana University
- McCrary, JoAnn**, Biology
B.S., Bennett College; M.S., Georgia College;
Ph.D., Atlanta University
- McManus, Elaine**, Nursing
B.S.N., University of New Mexico; M.S.N.,
Ph.D., University of Texas
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B.A., University of West Florida; M.A.,
University of Miami; M.A., Ph.D.,
University of Arkansas
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M.S., Howard University; Ph.D.,
Atlanta University
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B.S., Albany State College; M.B.Ed., Ph.D.,
Georgia State University
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B.A., University of Ibadan; M.A., University
of Ife; Ph.D., University of Exeter
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of Oklahoma; Ph.D., University of
Wisconsin (Madison)
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B.S.N., M.S.N., M.Ed., Valdosta
State College
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B.A., Central State University; M.A.,
Central Michigan University; Ph.D.,
Atlanta University
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B.A., Lane College; M.P.A., Atlanta
University; M.S.U.S., Georgia
State University
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University of Allahabad; Ph.D.,
Howard University
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A.S., Georgia Military College; B.S.,
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Waldren University

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Georgia State University; Ph.D., Florida
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Rogers, Michael, Business Administration
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University of Georgia

Saheb, M.A., Math and Computer Science
B.A., University of Michigan; M.S., George
Washington University

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A.B., Fort Valley State College; M.A.,
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Sikes, Elizabeth, Nursing
A.A., Albany Junior College; B.S.N.,
Albany State College; M.S.N., Georgia
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Smith, Alsylvia, Modern Languages
B.S., Southern University; M.A., Atlanta
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Smith, Clifford L., Chemistry
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Smith, Hampton, Physical Education
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Tennessee State University

Smith, Lamar, Music
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Ph.D., Kansas State University

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M.B.A., University of Southern Mississippi;
Ph.D., Texas A&M University

Steele, Jack, Chemistry
B.A., DePauw University; Ph.D., University
of Kentucky

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Education
B.S., Georgia Southern College; M.A.,
University of Alabama; Ed.D., University of
Southern Mississippi

Sykes, Ellis, Biology, Chairman of Natural
Sciences
B.S., Morehouse College; M.S., Ph.D.,
University of Georgia

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B.S., Alabama A&M University; M.S.,
Indiana University at Fort Wayne; Ed.D.,
Ball State University

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Ed.D., University of Florida

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B.A., University of Georgia; M.S., Albany
State College; Ph.D., University of Indiana
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Director of Procurement
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J.D., University of Illinois

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State College; M.S., Ed.S., Valdosta State
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University; Ph.D., University of Iowa

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B.S., Alcorn State University; M.S.,
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Criminal Justice Department

B.S., Jacksonville University; M.S., Ph.D.,
Iowa State University

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Developmental Studies Department

B.S., Albany State College; M.E.D., Bowling
Green State University; Ed.S., Troy State
University; Ph.D., Florida State University

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A.B., Clark College; M.A., Atlanta
University; Ed.D., Rutgers University

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B.S., Alcorn State University; M.S.,
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Cynthia Butler

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B.A., Paine College; M.A., University of
California; Ph.D., University of Georgia

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Springfield College

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

Marguerite Bonner

Director of Word Processing Center
B.S., Albany State College

Ken Dyer

Interim Director of Business Operations
B.S., M.B.A. Albany State University

Debra Johnson

Manager of College Bookstore
B.S., Albany State College

Qadriyyah Qawiy

Director of the Advisement Center
B.S., M.Ed., Albany State College

Sammie Pringle

Assistant Vice President for Academic Affairs
B.S., Benedict College; M.C.S., Texas A&M
University; Ed.D., Clark-Atlanta University

J. Dale Sherman

Director of Computer Center
B.S., Albany State College; M.Ed.,
University of Georgia

Jacob L. Shirley

Physician and Director of Health Services
B.S., Morehouse College; M.D., Meharry
Medical College

John Wilson

Director of Housing
B.S., Albany State College

Joyce Wimberly

Director of Human Resources Management
A.A., Darton College; B.S., Albany
State College

Telephone Directory

Admissions/Financial Aid	430-4646
Toll Free Inside Georgia	1-800-822-RAMS
ASU Foundation, Inc.	430-4663
Athletics	430-4754
Bookstore	430-4746
Center for Student Development	
Counseling and Testing	430-4667
Financial Aid/Admissions	430-4650
Fiscal Affairs	430-4610
General Information	430-4600
Library	430-4799
Public Information Services	430-4671
Public Safety	430-4711
Registrar - Transcripts, Readmission, Enrollment Verification	430-4638
School of Arts and Sciences	430-4832
School of Business	430-4772
School of Education	430-4715
School of Nursing and Allied Health Sciences	430-4624
Graduate School	430-4862
Student Activities	430-4739
Veteran Affairs	430-4640

University System of Georgia

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Acting Deputy

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Assistant Vice Chancellor
Legal Affairs (Prevention)

Corlis Cummings
Assistant Vice Chancellor
Legal Affairs (Contracts)

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Legal Affairs (Compliance)

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Capital Resources/Treasurer

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Academic Affairs

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Regents' Testing

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Pre-College Programs

* Officers of the Board

The University System of Georgia

The University System of Georgia includes all state-operated institutions of higher education in Georgia – four research universities, two regional universities, 13 state universities and colleges, 15 two-year colleges. These 34 public institutions are located throughout the state.

A 15-member constitutional Board of Regents governs the University System, which has been in operation since 1932. Appointments of Board members are made by the Governor, subject to confirmation by the State Senate. The regular term of Board members is seven years.

The Chairperson, the Vice Chairperson and other officers of the Board are elected by the members of the Board. The Chancellor, who is not a member of the Board, is the chief executive officer of the Board and the chief administrative officer of the University System.

The overall programs and services of the University System are offered through three major components: instruction; public service/continuing education; and research.

Instruction consists of programs of study leading toward degrees, ranging from the associate (two-year) level to the doctoral level and certificates.

Requirements for admission of students to instructional programs at each institution are determined, pursuant to policies of the Board of Regents, by the institution. The Board establishes minimum academic standards and leaves to each institution the prerogative to establish higher standards. Applications for admission should be addressed in all cases to the institutions.

Public Service/Continuing Education consists of non-degree activities, primarily, and special types of college degree credit courses.

The non-degree activities are of several types, including short courses, seminars, conferences, lectures and consultative and advisory services in a large number of areas of interest. These activities are designed by each institution to meet special educational, informational and cultural needs of the people of the service areas of that institution.

Typical college degree credit public service/continuing education courses are those offered through extension center programs and teacher education consortiums.

Research encompasses investigations conducted primarily for discovery and application of knowledge. These investigations, conducted on campuses and at many off-campus locations, cover a large number and a large variety of matters related to the educational objectives of the institutions and to general societal needs.

Most of the research is conducted through the research and regional universities; however, some of it is conducted through several of the senior universities and colleges.

The policies of the Board of Regents for the government, management and control of the University System provide autonomy of high degree for each institution. The executive head of each institution is the President, whose

election is recommended by the Chancellor and approved by the Board.

State appropriations for the University System are requested by, made to, and allocated by the Board of Regents.

Institutions

Universities

Athens 30602

University of Georgia – h; A,B,J,M,S,D

Atlanta 30332

Georgia Institute of Technology – h; B,M,D

Atlanta 30303

Georgia State University – A,B,J,M,S,D

Augusta 30912

Medical College of Georgia – h; A,B,M,D

Regional Universities

Statesboro 30460

Georgia Southern University – h; A,B,M,S,cD

Valdosta 31698

Valdosta State University – h; A,B,M,S,cD

State Universities and Colleges

Albany 31705

Albany State University – h; B,M,S

Americus 31709

Georgia Southwestern State University – h;

A,B,M,S

Augusta 30910

Augusta State University – A,B,M,S,cD

Carrollton 30118

State University of West Georgia – h;

A,B,M,S,cD

Columbus 31993

Columbus State University – A,B,M,S,cD

Dahlonega 30597

North Georgia College and State University

– h; A,B,M

Fort Valley 31030

Fort Valley State University – h; A,B,M

Marietta 30061

Kennesaw State University – A,B,M

Marietta 30060

Southern Polytechnic State University – h;

A,B

Milledgeville 31601

Georgia College and State University – h;

A,B,M,S

Morrow 30260

Clayton College and State University – A,B

Savannah 31406

Armstrong Atlantic State University – h;

A,B,M,S

Savannah 31404

Savannah State University – h; A,B,M

Two-Year Colleges

Albany 31707

Darton College – A

Atlanta 30310

Atlanta Metropolitan College – A

Bainbridge 31717

Bainbridge College – A

Barnesville 30204

Gordon College – h; A

Brunswick 31523

Coastal Georgia Community College – A

Cochran 31014

Middle Georgia College – h; A

Dalton 30720

Dalton College – A

Decatur 30089-0601

DeKalb College – A

Douglas 31533

South Georgia College – h; A

Gainesville 30503

Gainesville College – A

Macon 31297

Macon State College – A

Rome 30163

Floyd College – A

Swainsboro 30401

East Georgia College – A

Tifton 31793

Abraham Baldwin Agricultural

College – h; A

Waycross 31501

Waycross College – A

h – On-Campus Student Housing Facilities

Degrees Awarded:

A – Associates

B – Bachelor's

J – Juris Doctor

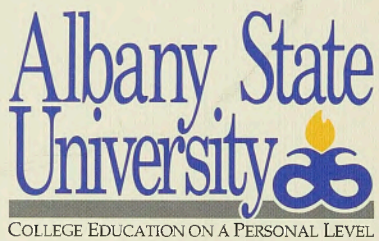
M – Master's

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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